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ABSTRACT

This report presents Gateway Technical Institute's long-range plan for 1982-1987. After prefatory material discussing financial and non-financial factors that may impinge on the plan, Chapter I outlines the socioeconomic situation in the three-county area of Wisconsin served by the college and introduces some of the critical issues that the Gateway District may face in the next 5 years (e.g., staff development, staff reductions, a changing student profile, and new technologies). Chapter II then specifies the mission of the Gateway District in terms of the philosophy and objectives of Wisconsin's Board of Vocational Technical and Adult Education (VTAE) and of the Gateway VTAE District. Chapter III discusses enrollments within the context of a demographic profile of the Gateway District and outlines and projects trends in student characteristics and enrollments. Chapter IV provides, first, consideration of future educational programs and services with respect to instructional and community service missions, community needs, articulation with business and industry, and program and staff assessment; and, second, a discussion of support programs and services, which focuses on their missions and the modes of accomplishing them and on the goals and assessment of administration and staff. Chapter V reviews and projects financial resources and facilities. Finally, Chapter VI presents a summary, conclusions, and recommendations. Appendices include enrollment and demographic data. (HB)

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long-range plan for gateway technical institute

1982-1987

Serving Kenosha, Racine, and Walworth Counties

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The Long-Range Plan for Gateway Technical Institute 1982-87 represents the current perceptions of what has occurred over the past few years and what this past history might reflect into the future relative to enrollments, labor force, program and service assessment, and financial resources.

The development of a comprehensive long-range plan, as presented herewith, involved a process of review and input from the Gateway District community, District committees, District staff, and the Gateway District Board.

A thank you should be extended to the following committees who reviewed and provided support information and suggestions for the development of this plan:

- Gateway Association for Vocational Education
- Gateway District Advisory Council
- Institutional Development Committees for Racine, Kenosha, and Elkhorn Campuses
- Walworth County Educational Development Committee
- Administrative Cabinet

A special thank you is extended to Dr. Nicholas Covelli who chaired the long-range study and to the following Gateway District staff members for their time, talents, and efforts in the preparation of this document:

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PREFACE

It would be difficult to establish a five-year plan for the Gateway Vocational, Technical and Adult Education District without taking the financial considerations into account. In fact, financial conditions may be the single most important factor in determining Gateway's immediate future direction. The economy within the Gateway District is an important factor; if unemployment continues at its current high level--or worsens--potential students will not be able to afford Gateway courses. If major industries leave or cease to operate in the Gateway District, demand for certain types of training will diminish. Conversely, an economic boom could increase community demands on the institution, perhaps more than its capacity to deliver. The economics of government will also have an impact on the Gateway District since funds are received from three government sources: state, federal and local. All of these sources may restrict the future of the Gateway District in some way. If financial resources continue to limit the programs and services technical institutes are able to develop, the Gateway District's growth will be severely limited. For instance, if community outreach programs continue to be supported at less than parity with degree programs, whole vistas of potential Gateway clients will go untapped.

Community outreach programs, particularly those which respond to specific business and industry needs, may be the future of technical institutes especially those in districts as highly industrialized as the Gateway District. These programs have been very successful in the Gateway District and continue to comprise a large proportion of the Gateway District's total program offerings, yet the state reimbursement for the non-credit portion of these programs remains low relative to that received for degree programs. Avocational courses do not receive any state aid.

Changes in federal funding would also have grave implications for community outreach programs. Many current programs would simply not be possible were it not for these funds. The two areas that would be most affected if federal funds were discontinued would be the WO/MEN's Bureau and Adult Basic Education. Both programs receive large amounts of federal dollars and serve large clienteles. If they were eliminated or reduced, the impact would be great for both the institution and the community. Actually, discontinuance of federal funds will indirectly affect all programs since financial aid to students comes from these funds. More than one-half of Gateway District's full-time students currently receive financial aid. It is difficult to predict the number of students that would be lost if financial aid were reduced or no longer available, but it would certainly be a significant number.

Increases in student fees should not be used to replace these missing funds. The state legislature has mandated that fees are to be increased to cover increases in the cost of educating a single student caused by inflation or changes in enrollments. In recent times, these fees have contributed a constant proportion of total cost, approximately 10 percent, and drastic increases would probably reduce enrollments even if they could be increased.

Legal limits on the "mill rate" might also prevent the Gateway District from replacing lost federal revenue with local revenue derived from property taxes.

In general, then, the financial future of the Gateway District deserves attention as it does for other postsecondary educational institutions. These facts frame much of what is proposed in this report. The growth projected is moderate to small, program innovations moderate, facility utilization conservation-oriented. Program quality need not suffer under such conditions and many parts of this plan are aimed at ensuring that it does not, even with the limitations the Gateway District is likely to encounter.

Implications for Specific Programs

In this report, divisions within the Gateway District will be treated separately. Financial projections and administrative services, instructional services and program innovation, community services and outreach innovations, and student services are discussed as if they were separate

concerns. However, in reality all of these divisions are dependent upon one another and all are affected by general organizational problems. These problems run as common threads between the separate chapters. For instance, financial constraints pose problems for each division. Community Services may find itself consolidating course offerings in an effort to reduce costs. This trend may occur despite a seemingly opposite tendency to become increasingly involved in providing economic stability for the Gateway District, particularly through "in-house" training efforts that improve the functioning of local industry. Systematic contacts with local businesses may uncover other roles that the Gateway District might play in this regard. However, all new programs will be subject to the financial limitations discussed above.

Non-instructional units within the organization, such as Student Services and Administrative Services, will be subjected to even greater pressures to consolidate and streamline their activities. Certainly, expansions in these areas will be difficult to justify in the present economic climate. These divisions are already finding resistance to their expansion and this trend is likely to continue in the future.

Instructional Services will also be constrained in its growth, particularly in terms of the development of new programs and the purchase of instructional equipment. These

efforts will be prioritized and choices made. Programs likely to be most affected by financial limitations are those which require a high proportion of technically trained personnel (health fields) and expensive instructional equipment (certain trade and industry programs).

Future Innovations

In an effort to diversify and expand the clientele reached by the Gateway District, new and creative means of reaching potential students will undoubtedly be an integral part of the Gateway District's future. For instance, the radio courses currently being offered on an experimental basis are likely to become more frequent. "In-house" training programs are also likely to become more frequent. These and other non-traditional delivery systems could increase Gateway's revenue without adding an extra strain on resources such as facilities and parking, faculty time, and would also save the transportation of the students.

The need to find "new students" will result in more efforts to improve articulation with complementary institutions. This will occur both with institutions that are sources of students (i.e., secondary schools) and with institutions that might accept graduates (i.e., local universities and colleges such as Carthage College, College of Lake County, and McHenry Community College). To the extent agreements can be reached with all of these institutions, Gateway District residents will benefit.

Non-Financial Factors

Factors other than financial constraints will also affect the future development of the Gateway District. External factors include the relationship between the Gateway District and the Wisconsin Board of Vocational, Technical and Adult Education.

The relationship between the Wisconsin Board of VTAE and the Gateway District can restrict adequate program development as much as economic constraints. A partnership relationship between the two with the state playing a consultant role might be more growth inducing than the supervisory role currently being imposed because of the Wisconsin Board of VTAE's current concern with accountability. This supervisory role also is superceding the consultant role that the Wisconsin Board of VTAE has played in the recent past.

The relationship between both the Wisconsin Board of VTAE and the Gateway District must be considered in any proposals made for the future. Some things will be required; some things will not be possible. The Gateway District will find its transition into the future more or less difficult depending upon the nature of these relationships. If they are cooperative, Gateway can only benefit by the efforts of these governing units. If they are fraught with communication problems or the two parties find it otherwise difficult to cooperate, Gateway may well suffer by their efforts.

Internal factors must also be considered in any effort to chart Gateway District's future. One factor is the movement toward more participative governance. Members of the Gateway District are increasingly involved in decisions. Participative units include the Gateway staff, Advisory Committees, Advisory Council, the Gateway Association of Vocational Education, Gateway District Board, Student Government Association, and the supervisory staff. Such units are likely to become more numerous in the future and to acquire more systematized means of having input into decisions. This trend must be considered in any proposals for program/service innovation and assessment.

Keith W. Stoehr
District Director
and President

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CHAPTER I

INTRODUCTION

The present state of the economy in the Gateway Vocational, Technical and Adult Education District is no different than that of the state and nation; i.e., each community has been touched by the current recession. There is little convincing evidence to suggest that the recession is nearing an end or that the elements necessary to fuel an upswing are even close to being in place. The leading indicators of business conditions are still negative, pointing to further decline in activity as the year 1982 begins.

The automotive industry nationwide this past year has experienced the industry's worst sales since 1961 and has 100,000 workers currently unemployed. Orders to manufacturers of implement and construction equipment were on the decline the fourth quarter of 1981. Building contracts and machine tool orders were off in 1981 compared to 1980. American Motors and J. I. Case Co., two large manufacturers located in the Gateway District, are experiencing high unemployment. The Gateway District started the new year with a 14 percent unemployed workforce. The high unemployment, along with high inflation and high interest rates, has brought economic havoc to the Gateway District--Kenosha, Racine, and Walworth Counties.

The cuts in federal and state funding have shifted more of the financial responsibility for education and government services back to the local communities. Due to the state of affairs, the Gateway District is probably experiencing a greater recession/depression than any of the other vocational, technical and adult education districts in Wisconsin.

Historically, when economic prosperity abounds, vocational, technical and adult education is able to meet the needs for new technological programs, new and improved facilities, and improved support services. The converse is also true in time of recession/depression for increased enrollments because the unemployment and cost allocation regulations by the legislature do not enhance the meeting of demands for vocational, technical and adult education.

The purpose of this long-range plan is to review what has transpired in the past--the last five years--and project plans and priorities for the next five years. There is a danger in higher education that the elements of planning; i.e., student population, finances, educational programming, are not definitive data to give exactness to a longer period than five years.

The procedure used in developing this plan included the development of a format that would identify elements that could be used for review and projection; i.e. enrollment data, population data, financial data. In

addition, the interview technique was utilized by Research and Planning Services with the District Director and Divisional Directors using the long-range format as a point of discussion. Following the interview, responses to the questions asked were submitted to the respective Director for review, and clarification, and exactness.

A rough draft of the plan was submitted for further input to various groups and Gateway District committees. Appendix A represents the Long-Range Plan Timetable. The dates for the time frame for approval of the final plan had to be adjusted as circumstances arose which were difficult to anticipate.

Some of the critical issues that the Gateway District may face the next five years include:

- Prioritizing of programs and services usefulness relative to resources available.
- All staff needing technical updating on a regular basis.
- Possible reduction of staff.
- Purchasing of instructional equipment.
- Reduction in funding of non-credit classes causing higher user fees.
- New technologies affecting quality of work life.
- High illiteracy with emphasis on basic skills.
- Changing student body profile.
- Changing workforce reflecting increasing number of women and older workers, and higher unemployment.
- Increasing number of single parent households.

- Upgrading of the data processing system.
- Potential reduction of state and federal aids.
- State cost allocation formula limiting net operational cost for state aid to 9.5 percent per year increase.
- Aging facilities requiring more maintenance and remodeling.

From the information available in the development of of this plan, conclusions and recommendations relative to critical issues may be limited because of resources available, changing environment, and changing philosophies.

CHAPTER II

MISSION OF THE GATEWAY DISTRICT

In order to properly develop a long-range plan for the Gateway Vocational, Technical and Adult Education District, the initiation of any educational activity eminates from the statutory mission and purpose of the Wisconsin vocational, technical and adult education system.

Wisconsin has two systems of higher education--the Wisconsin Board of Vocational, Technical and Adult Education and the University of Wisconsin. Specifically, the Wisconsin Statutes (Section 38.01) identify the mission of the Wisconsin Board of VTAE to be:

> ...responsible for the initiation, development, maintenance, and supervision of programs with specific occupational orientations below the baccalaureate level, including associate degrees in applied science, training of apprentices, and adult education below the professional level.

PHILOSOPHY OF THE WISCONSIN BOARD OF VTAE

The philosophy of the Wisconsin Board of Vocational, Technical and Adult Education is directed to initiating, developing and maintaining educational opportunities and services for adults of all ages to enable them to become occupationally competent; to better understand their

responsibilities of citizenship, home and family life; to improve their health; and to help them to appreciate those things which will enrich their lives.

The Wisconsin Statutes (Sections 36.01 and 36.31) identify the mission of the University of Wisconsin system to be:

> Statement of purpose and mission. (1) The legislature finds it in the public interest to provide a system of higher education which enables students of all ages, backgrounds, and levels of income to participate in the search for knowledge and individual development; which stresses undergraduate teaching as its main priority; which offers selected professional graduate and research programs with emphasis on state and national needs; which fosters diversity of educational opportunity; which promotes service to the public; which makes effective and efficient use of human and physical resources; which functions cooperatively with other educational institutions and systems; and which promotes internal coordination and wisest possible use of resources. Coordination with other educational agencies. (1) the Board shall not, without the approval of the board of vocational, technical and adult education broaden the system's post high school training mission to include the preparation of persons for semiprofessional or skilled trade occupations beyond those offered during the 1972-73 academic year. The board of vocational, technical and adult education shall not, without the approval of the board of regents, broaden its system's college parallel program offerings beyond those in existence during the 1972-73 academic year. In this section, "college parallel program offerings" means those courses approved and designated by the board of vocational, technical and adult education in compliance with s. 38.24 (1) which enables a student to continue education as a junior in a four-year institution.

PHILOSOPHY OF GATEWAY VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT

The philosophy of Gateway Vocational, Technical and Adult Education District is consistent with the philosophy

and mission of the Wisconsin Board of Vocational, Technical and Adult Education. The Gateway District strives to provide a continuing program of community-based educational programs responsive to people's needs throughout their lives.

The Gateway District Board and staff believe all people have the right to develop their talents to the fullest measure. Students are considered as individuals, accepted at their own levels and assisted in their development toward their own particular goals. They are encouraged to develop respect for themselves and for the dignity and worth of every individual. Through balanced curricula and guidance, it is the goal of the Gateway District to help the individual become socially and occupationally competent.

In vocational, technical and adult education, those who have legal responsibility for providing career and continuing education believe that what is best for the individual also benefits society.

New areas for career education are examined regularly to broaden and strengthen the scope of service in the Gateway District. Through Gateway's open-door policy, any adult who can profit from the instruction offered is encouraged to take advantage of the career education opportunities at Gateway.

OBJECTIVES OF WISCONSIN BOARD OF VTAE

The objectives of the Wisconsin Board of Vocational, Technical and Adult Education are detailed in its mission statement.*

The Board recognizes that many persons currently aspire to seek and achieve a postsecondary education other than that considered to be part of the baccalaureate or higher degree curricula. The Board is committed to the development and conservation of our human resources through occupational preparation and upgrading skill development and technical knowledge.

The potential students come from various economic, social, educational and cultural backgrounds. These diverse groups are identified as follows:

1. Persons who have completed or left high school and are available for study in preparation for entering the labor force.

2. Employed workers who need training or retraining to achieve stability or advancement in employment in business, industry or agriculture. This includes cases where industry moves into an area requiring certain skills.

3. Unemployed and underemployed persons who need skills and specialized training because of evolving technology.

4. Persons who have special needs or handicaps which prevent them from entering or succeeding in regular vocational and technical programs.

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*Mission Statement of the Wisconsin System of Vocational, Technical and Adult Education (Madison: Wisconsin Board of Vocational, Technical and Adult Education, 1970), pp.3-4.

5. Persons considered to be in poverty or within the poverty income levels or on private and public assistance programs.

6. Persons planning for retirement and/or new careers.

7. Established and potential homemakers desiring educational opportunities.

8. Persons who desire self-enrichment or a vocational education for cultural improvement.

OBJECTIVES OF GATEWAY DISTRICT

The objectives of the Gateway District Board are consistent with the philosophy, mission and objectives of the Wisconsin Board of Vocational, Technical and Adult Education.

The following are the specific objectives of the Gateway District Board as recognized by the institution and by the community that it serves. These objectives are to:

1. Provide diploma and associate degree occupational programs.

2. Provide adult basic education.

3. Provide adult high school education.

4. Provide extension education for employed workers.

5. Provide prevocational education and career planning.

6. Provide adult education non-credit courses.

7. Provide programs of special interest to senior citizens.

8. Provide specialized activities for the disadvantaged and handicapped.

9. Provide apprenticeship training.

10. Provide seminars, conferences and workshops related to the mission of the Gateway District.

11. Provide programs and courses to best serve the needs of students within the physical and financial resources of the Gateway District.

12. Provide adequate facilities to make educational offerings available to the citizens on campus and also on an outreach basis through radio, television, independent study and unique packaging.

13. Provide instructional equipment necessary for quality education.

14. Staff the institution with instructors who have appropriate qualifications, are committed to the philosophy of the institution, and are dedicated to meeting the needs of the students.

15. Provide continuing in-service opportunities and incentives for the staff to enable them to maintain and improve their instructional competence.

16. Provide student services such as recruitment, guidance, counseling, financial aids, placement and student activities to support the needs of the student population.

17. Provide a learning resource center and an instructional resource center capable of supporting the student population and instructional staff.

18. Provide an administrative structure and staff capable of supporting the instructional efforts.

19. Provide an advisory committee system to assist in program development and review.

20. Provide community-based education courses and programs to enable all individuals to become occupationally and socially competent.

The Gateway District will continue to serve the best interests of its constituents and strive to meet the educational and training challenges of the future.

CHAPTER III

ENROLLMENTS

Gateway District Population Characteristics

Characteristics of the Gateway District population will determine future enrollment trends to a large extent. Changes in age distribution may be the most significant factor. While the population now is relatively young, it will age considerably over the next decade. Notice the tremendous increase of persons 25 to 44 years of age expected from 1975 to 1985 as shown in Table 3.1, and depicted graphically in Figures 3.1 and 3.2.

Table 3.1

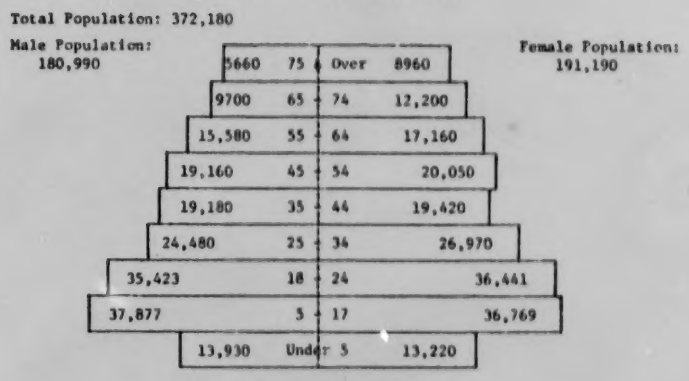
Gateway District Population Projections by Age Groups and Percentage of Change from 1970 to 1985

Age Groups	1970	1975	1970-1975 % Change	1985	1970-1985 % Change
Under 5	31,349	27,150	-13.40	39,670	46.11
5 - 17	98,945	97,040	- 1.93	84,410	-13.02
18 - 24	39,715	49,470	24.56	53,500	8.14
25 - 34	42,203	51,450	21.91	77,830	51.27
35 - 44	38,157	38,600	1.16	53,800	39.37
45 - 54	37,996	39,210	3.19	37,970	- 3.17
55 - 64	29,767	32,740	9.98	36,510	11.51
65 - 74	20,304	22,080	8.74	26,780	21.28
75 & Over	13,772	14,620	6.15	16,770	14.70
TOTAL	352,199	372,180	5.67	427,240	14.79
0 - 17	130,294	124,190	- 4.69	124,080	- 0.09
18 - 64	187,838	211,470	12.58	259,610	22.76
65 & Over	34,067	36,520	7.20	43,550	19.24

Source: Wisconsin Population Projections, Third Edition
Document No. BPM-IS-75-6
Department of Administration, State Bureau of Program Management, Information Systems Unit, Madison, Wisconsin, June, 1975.

Figure 3.1

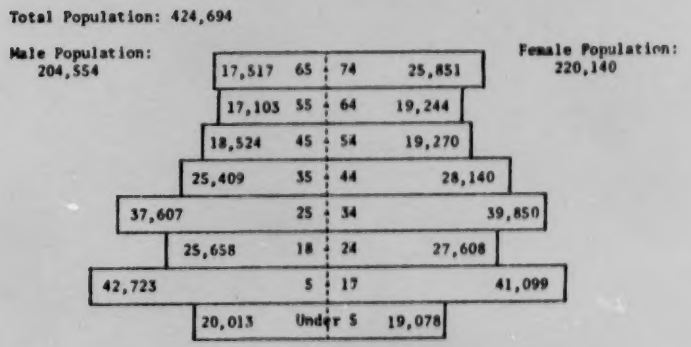
Gateway District Population
by Age Groups and Sex for 1975



Source: "Wisconsin Population Projections," June, 1975.

Figure 3.2

Gateway District Population Projections
by Age Groups and Sex for 1985



Source: Wisconsin Population Projections, June, 1975.

This trend to "productive years" population, which preliminary 1980 figures indicated as fairly accurate, is expected to continue through 1995 and then level off. As the population continues to age, perhaps the Gateway District's programs will come to emphasize retraining or career changes in employment along with career entry.

Secondary school enrollments. The trend of fewer students can be anticipated from the secondary school enrollment figures. Table 3.2 shows that the number of high school graduates are still increasing despite a slight mid-decade decline in enrollments and Figure 3.4 projects the future decline of secondary school graduates for both private and public schools.

Table 3.2

Public Secondary School Graduates
by County for 1969 to 1979

Year:	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Kenosha	1,531	1,550	1,676	1,667	1,640	1,667	1,688	1,786	1,726	1,793
Racine	2,330	2,320	2,399	2,362	2,366	2,429	2,308	2,327	2,332	2,320
Walworth	983	1,040	986	1,007	978	1,076	1,047	1,020	1,052	1,079
Total	4,844	4,910	5,061	5,036	4,984	5,082	5,043	5,053	5,110	5,192

Source: Wisconsin Department of Public Instruction.

Table 3.3 shows the growth of secondary school enrollments in the 1970's and the start of a declining number of students in the future. Hence, the Gateway District will have fewer new secondary school graduates available for training in the future.

Table 3.3

Public Secondary School Enrollments
by County for 1969 to 1979

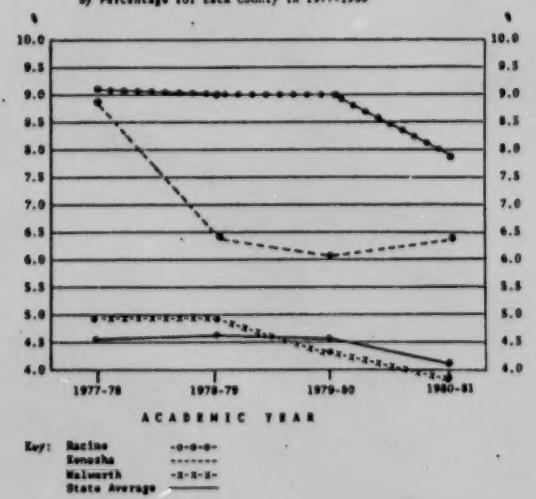
Year:	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Kenosha	7,550	7,865	8,357	8,642	8,759	8,800	8,962	9,003	8,953	8,405
Racine	11,492	11,798	12,372	12,612	12,537	12,855	12,812	12,804	12,132	11,959
Walworth	4,497	4,545	4,574	4,709	4,741	4,885	4,997	5,052	5,055	4,976
Total	23,539	24,208	25,303	25,963	26,037	26,540	26,771	26,859	26,140	25,340

Source: Wisconsin Department of Public Instruction.

As a result of reduced secondary school enrollments, fewer student dropouts will be available for the special programs the Gateway District offers. If the declines shown in Table 3.3 continue, as the Gateway District population continues to age and the younger students become more likely to receive secondary school diplomas, programs will come to serve the needs of an older population who may or may not be in need of basic education refresher skills. Figure 3.3 illustrates the high dropout rate of secondary school students as compared to the state average.

Figure 3.3

Gateway District Secondary School Dropout Rate by Percentage for Each County in 1977-1980



State Dropout Average: 4.1 for 1980-81

Source: Wisconsin Department of Public Instruction.

Figure 3.4 reflects projections based upon age and the assumption that graduates would be at least 17 years of age. These projections include migration, death, and dropout

rates as established by the Wisconsin Department of Public Instruction, Southeastern Wisconsin Planning Commission, and the Wisconsin Department of Health and Social Services, Bureau of Health Statistics.

Figure 3.4

Gateway District Secondary School Enrollment Projections by Public and Private Schools for 1982-87

YEAR	GRADUATES	ENROLLMENTS
1982	7232	28964
1983	6983	27968
1984	6447	25823
1985	6136	24574
1986	6322	25318
1987	6078	24342

Source: Wisconsin Department of Public Instruction, Southeastern Wisconsin Planning Commission and Wisconsin Department of Health & Social Services, Bureau of Health Statistics.

Minority population. The minority population of the Gateway District has remained remarkably stable across time. In 1973, it was approximately 7 percent of the population, with 92 percent residing in Kenosha and Racine Counties. These figures from the 1980 census show the largest minority groups to be black and Hispanic. These groups comprise approximately 5 and 3 percent of the population respectively. Table 3.4 gives more detailed information about the Gateway District minority population. Table 3.5 shows the type of occupations minorities and women tend to pursue in the workforce.

Table 3.4

Gateway District Minority Population
by County for 1980

County	White	Black	Hispanic	American Indian, Eskimo, Adult	Asian and Pacific Islander	Other Non-White
Kenosha (125,076)	117,862	2,886	3,578	349	401	1,639
% of Population	94.2%	2.3%	2.9%	0.3%	0.3%	1.3%
Racine (177,296)	155,206	13,894	7,201	419	576	7,201
% of Population	87.5%	8.0%	4.2%	0.2%	0.3%	4.2%
Walworth (72,016)	69,841	419	1,330	114	312	821
% of Population	97.0%	0.6%	1.9%	0.2%	0.4%	1.1%
Total District N=374,328	342,909	17,199	12,109	882	1,289	5,497
% of Population	91.6%	4.5%	3.2%	0.2%	0.3%	1.4%

Source: U.S. Bureau of the Census, Table 1, Persons by Race and Spanish Origin and Housing Unit Counts: 1980.
Note: Other Non-White are included in minority totals.

Table 3.5

Gateway District Minority Population
Within Occupational Categories for 1981

Occupation	White	Black	Hispanic	American Indian	Other Minority	Women
Professional & Technical	23,140	687	125	26	366	11,630
% of Total	96.5%			Total Minority	3.5%	48.5%
Managers & Administrators	15,155	468	130	9	130	4,399
% of Total	96.1%			Total Minority	3.9%	27.9%
Sales Workers	8,800	151	86	8	62	4,558
% of Total	97.3%			Total Minority	2.7%	50.4%
Clerical Workers	26,074	829	494	41	334	24,589
% of Total	95.0%			Total Minority	5.0%	89.6%
Craft Workers	23,955	599	323	28	214	1,409
% of Total	96.1%			Total Minority	3.8%	5.7%
Operatives excluding Transportation	20,859	969	1,100	45	145	8,956
% of Total	90.8%			Total Minority	9.2%	39%
Transportation Operatives	5,540	160	174	12	96	841
% of Total	94.1%			Total Minority	5.8%	14.3%
Non-Farm Laborers	7,170	342	360	20	156	1,092
% of Total	90.9%			Total Minority	9.1%	13.8%
Service Workers	29,977	970	536	48	364	17,640
% of Total	95.1%			Total Minority	4.9%	55.9%
Private Household Workers	1,466	169	28	7	58	640
% of Total	87.8%			Total Minority	12.2%	38.3%
Farm Workers	5,717	61	197	13	34	1,620
% of Total	95.5%			Total Minority	4.5%	27.0%

Source: Affirmative Action Data for Wisconsin
Wisconsin Department of Industry, Labor & Human Relations, October, 1981.

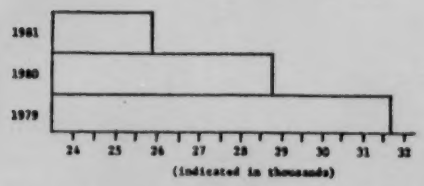
Only in the operative (operatives and semi-skilled workers are used interchangeably in this report) and laborer classifications are minorities represented as their Gateway District proportion. In all other types of occupations, they are underrepresented. Perhaps Gateway District programs could become involved in addressing this issue of career stereotyping. Women are overrepresented as clericals and service workers; this type of occupational segregation is a national issue of concern to many at Gateway.

Economically Disadvantaged Population

The economically disadvantaged population in the Gateway District has been declining over the last several years. Economically disadvantaged are those meeting 70 percent of the CETA eligibility criteria. Types of economically disadvantaged include, but are not limited to: (1) the family whose income requirements exceed their earning capacity, (2) the handicapped person, (3) the high school dropout/dropout-prone student, (4) the person without the benefit of formal training or a solid work history. Figure 3.5 shows this decrease for the entire Gateway District, Figure 3.6 for each county. Thus, program efforts designed to serve this segment of the population might be redirected.

Figure 3.5

Gateway District Economically Disadvantaged Population for 1979-1981

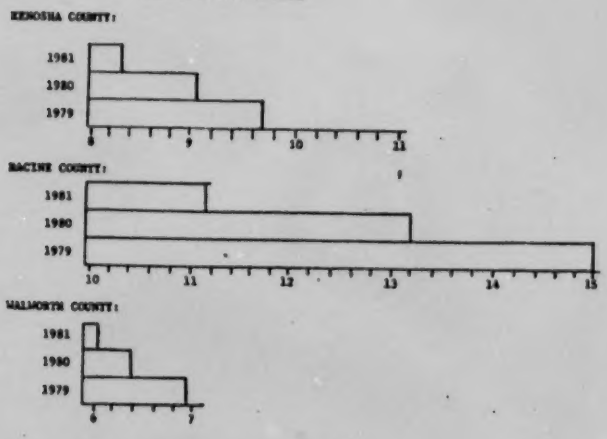


Source: Wisconsin Department of Industry, Labor and Human Relations.

Figure 3.6

Gateway District Economically Disadvantaged Population by County Breakdown 1979 - 1981

(indicated in thousands)



Source: Wisconsin Department of Industry, Labor and Human Relations.

Handicapped population. Gateway District's handicapped population remains substantial, as shown in Table 3.6, though slight declines in those seeking training may have occurred over the last year. Gateway District via the three campuses served 141 learning disabled, 159 physically disabled, 102 emotionally disturbed, 31 mentally retarded, 18 visually impaired, and 14 hearing impaired individuals through the Student Developmental Center. There were 461 clients served in prevocational instructional support projects for handicapped as well.

Table 3.6

Gateway District Handicapped Population by Potential and Actual Training For Each County For 1980 to 1981

County	1980			1981		
	Potential Training Population	Actual* Training Population	%	Potential Training Population	Actual* Training Population	%
KENOSHA	3,253	621	19.0%	3,190	602	19.0%
RACINE	4,912	792	16.0%	4,820	769	16.0%
WALWORTH	1,260	240	19.0%	1,261	234	18.5%
TOTALS	9,425	1,653	17.5%	9,271	1,605	17.3%

* Denotes only those participating in training programs in local rehabilitation facilities.

Gateway District Student Population by Residence

Gateway District's student body characteristics, to a large extent, are shown in Table 3.7 and demonstrate that approximately 97 percent resided in the Gateway District in 1979-80.

Table 3.7

Gateway District Student Residence by County for 1979-80

County	Postsecondary	Continuing Education	Total	% of Total
Dane	15	36	49	.1%
Kenosha	3,377	11,413	14,007	34.9%
Milwaukee	99	190	283	.7%
Racine	3,258	13,607	16,105	40.1%
Rock	12	114	126	.3%
Sheboygan	6	16	21	.1%
Walworth	818	8,028	8,612	21.5%
Washington	9	17	26	.1%
Waukesha	41	164	203	.5%
Other States	235	472	707	1.7%

* Counties listed when total number of students greater than 20.

Source: Wisconsin Board of VTAE, Form 4 - Student Data Form.

Minority

Minority groups are represented in the Gateway District student population. Labor force minority/ethnic characteristics can be used to gain an understanding and establish a point of reference for comparison. Table 3.8 represents the October, 1981 Affirmative Action Data for Wisconsin figures, by the Wisconsin Department of Industry, Labor and Human Relations, which include those available for employment or employed 16 years of age and older.

Table 3.8

Gateway District Labor Force by Minority/Ethnic Characteristics for 16 Years of Age and Older As of October, 1981

TOTAL	TOTAL MINORITY/ETHNIC	BLACK	HISPANIC	AMERICAN INDIAN	ASIAN
177,068	11,174	5,405	3,553	257	1,959
	(6.3%)	(3.1%)	(2.0%)	(.1%)	(1.1%)

As a result of federal mandates for information, minority/ethnic characteristic information is collected for the Wisconsin Board of VTAE. Federal civil rights regulations protect individual students relative to divulging their minority/ethnic characteristic in that they can volunteer this information. As a result of this protection of student rights, the registration form indicates the information is voluntary, and thus, students elect whether to respond.

Students enrolled in non-credit Community Services offerings are not required to complete the minority/ethnic characteristic information data. When students are enrolling by mail or for short-term courses, the registration

forms omit the minority/ethnic characteristic information. Thus, minority/ethnic characteristic information relative to Community Services offerings is not complete data.

The federal projects are designed to provide training and support services for the disadvantaged or minority population. Accurate minority/ethnic characteristic information is reported as a part of the projects' obligation and, therefore, is very reliable. (Appendix B)

Minority data for 1980-81 revealed that for Gateway District associate degree and vocational diploma programs, the total enrollment was 12,622 of which 1,349 or 11 percent were minority students. During this same period of time, there were 989 students that graduated from either the associate degree or vocational diploma progams of which 62 or 6.3 percent were minority graduates. In another diploma-granting program, adult high school, students take courses at Gateway and receive their adult high school diploma from their local high school. In this program, there were 2,838 participants on a part-time basis with 205 receiving a high school diploma. Of the 205 graduates, there were 27 or 13 percent minority graduates receiving a high school diploma.

According to these statistics, postsecondary enrollments exceed the minority/ethnic percent of the labor force statistics by 75 percent (labor force - 6.3 percent, postsecondary total enrollments - 11 percent). The adult

high school group minority statistics for enrollments and graduates is more than double the labor force statistics.

Support programs and services are efforts provided to students that will assist them in training programs, counseling, basic skill development, or career exploration or assessment. These efforts are supported with federal funds and are directed at minority, disadvantaged, or handicapped populations. Appendix B, "Enrollment in Support Programs and Services for 1980-81," reflects that 7,099 clients were served of which 2,233 or 31.5 percent were minority clients receiving services from one or more projects.

Age. The age composition of the student body in 1979-80 is shown in Table 3.9. Compared to population distributions, either for 1975 or projected for 1985, students 18 to 35 years of age are overrepresented in their proportion of the student body, particularly students 18 to 24 years of age. Students 35 to 62 years of age are underrepresented.

Table 3.9

Gateway District Full-Time Equivalent Students In Postsecondary and Continuing Education by Age for 1979-80

		AGE					
	TOTAL	18-24	25-34	35-44	45-61	62+	17 & Less
Postsecondary	4048	2286	1189	396	161	8	8
% of Total	100%	56.5%	29.4%	9.8%	4.0%	.2%	.2%
Continuing	695	234	204	115	92	38	10
% of Total	100%	33.9%	29.5%	16.5%	13.3%	5.6%	1.4%

Source: Wisconsin Board of VTAE, Form 4, Student Data Form.

Sex. In postsecondary programs, women are represented at approximately their Gateway District proportion of 52 percent (Table 3.10). This is true particularly among younger students; men are somewhat overrepresented at the middle and older age levels. In contrast, women are overrepresented in continuing education programs; at the older age levels, they comprise three-quarters of total student enrollment.

Table 3.10

Gateway District Student Enrollment by Age and Sex Distribution for Postsecondary and Continuing Education Programs for 1979-80*

Age:	15 and under	16-18	19-24	25-34	35-44	45-59	60+
Postsecondary							
Male		91	1600	1398	418	265	28
%		47%	47%	58%	38%	49%	56%
Female		101	1829	1030	678	279	22
%		53%	53%	42%	62%	51%	44%
Total		192	3429	2428	1096	544	50
		100%	100%	100%	100%	100%	100%
Continuing							
Male	53	794	635	1099	5724	573	556
%		46%	33%	32%	60%	26%	24%
Female	69	920	1300	2333	3781	1669	1775
%		54%	67%	68%	40%	74%	76%
Total	122	1714	1935	3432	9505	2242	2331
		100%	100%	100%	100%	100%	100%

Source: Wisconsin Board of VTAE, Form 4, Student Data Form.

* The handicapped clients are self-identified and volunteer the information. Many clients opt not to reveal this information or cannot read accurately.

Handicapped. Table 3.11 shows the number of handicapped students in the Gateway Technical Institute student body for the year 1980-81. The 2,160 handicapped represents approximately 6 percent of the total enrollment. It has been

estimated by social service agencies that the handicapped population approximates 10 percent locally, statewide and nationally. The 6 percent district figure would indicate that intensified recruitment of handicapped would be in order. Thus far, efforts are being made through Vocational Education Act projects that serve as potential entry points for District services.

Table 3.11

Handicapped Students in Postsecondary and Continuing Education Programs, 1980-81

	No.	%
Postsecondary	398	18.4
Continuing Education	695	32.2
Special Needs	461	21.3
Learning Skills	397	18.4
Vocational Education	209	9.7
TOTAL	2,160	100 %

Trends in Student Enrollments

Gateway District's student population can be measured in two ways, namely, "duplicated head count," when students are simply counted; or a correction factor applied to this number will produce what is called an "unduplicated head count." The latter formula assures that each student is only counted once, regardless of the number of classes attended, since original enrollment figures count the number

of students in all classes at Gateway whether the particular student is in more than one class. These "duplicate head count" enrollments would greatly inflate enrollment statistics, especially for full-time programs. Throughout this chapter, student enrollments will refer to "unduplicated head counts."

Many Gateway District students do not attend school full time; some students may take only one course. A discrepancy exists in particular between students in degree programs and students in continuing education programs. Hence, a comparison of their enrollments may not fairly represent the number of student hours involved. To resolve this discrepancy, all of the courses are computed in "credits" and credits are reported to the Wisconsin Board of VTAE in terms of FTE's (full-time equivalents). Each FTE is equal to 30 credits. The number of classroom or laboratory hours required to complete a credit of training varies with the academic rigor of the course. The following chart portrays this:

	No. of Hours Required for 1 Credit				
Type of Instruction	Lecture	Lab	Independent Instruction	Simulated Experience	On-the-Job Experience
Associate Degree	18	36	54	72	216
Vocational Diploma	36	36	54	72	216
Adult Education & Community Services	40	40	40		

Table 3.12 shows trends in both student enrollments and FTE's from 1976-77 to 1979-80. Note that enrollments

increased consistently while FTE's declined midway through the period, then rose again. Average growth in enrollments was more than 10 percent, while average growth in FTE's was less than 1 percent. This was due partly to the decline from 1977-78 to 1978-79, and the fact that there were more students taking less credits or enrolling on a part-time basis.

Table 3.12

Gateway District Student Enrollments
By Full-Time Equivalent for 1976-1980

	1976-77	1977-78	1978-79	1979-80
Actual Enrollment	30243	35490	37930	41927
Full-Time Equivalent (FTE)	3980	4156	3778	4048
Ratio: FTE/Enrollment	.132	.117	.100	.096
% Increase				
Enrollment		17.3%	6.9%	10.5%
FTE		4.4%	-10%	7.2%

Source: Wisconsin Board of VTAE, Form 4, Student Accounting Summary, July, 1981.

Program analysis. Table 3.13 shows trends in FTE's in specific programs from 1977-78 to 1980-81. Here, the declines early in this period are seen as occurring in specific short-term, occupational adult, and non-aidable programs. All but a few programs (apprenticeship and CETA) increased beyond that point.

Table 3.13

Gateway District Full-Time Equivalent
by Postsecondary and Continuing Education
Program Area for 1977-1981

	1977-78	1978-79	1979-80	1980-81
Postsecondary				
Associate Degree	2459.97	2244.71	2354.11	
Two Year Diploma	108.45	116.56	117.83	130
One Year Diploma	481.16	446.9	477.1	505.6
Short Term (including GOAL)	481.97	370.19	321.3	334
Apprentice	44.7	59.7	82.4	86.75
Total	3576.25	3238.06	3352.7	3692.6
Continuing				
Occupational Adult	266.68	238.94	262.76	273
Homemaking	50.24	30.82	42.55	44
Other Aidable (03,04,42,44,45)	111.78	130.48	139.77	145.3
Non-Aidable (00,01,02,49)	151.05	137.93	151.93	157.7
CETA	---	1.77	122.1	CETA not funded
Total	579.75	539.94	695.28	620.027
Grand Total	4156	3778	4048	4313.3

Source: L. Klappauf, Student Services, Kenosha Campus, "FTE Comparative Report, Final Report, 80-81," September, 1981.

Table 3.14 shows an increase in student enrollments over the last decade in postsecondary and continuing education programs.

Table 3.14

Gateway District Student Enrollment
by Postsecondary and Continuing Education
Programs for 1970 to 1980

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Postsecondary	5,194	5,684	5,817	6,080	7,201	8,166	7,146	7,070	6,698	7,870
% Increase		9.4%	2.0%	4.5%	18.4%	12.0%	-16.0%	3.1%	-5.6%	17.5%
Continuing	15,621	20,292	24,959	24,699	27,420	24,396	23,097	28,420	31,232	34,057
% Increase		39.9%	23.0%	-1.1%	11.2%	-12.6%	-5.6%	12.3%	20.4%	9.1%

Source: Wisconsin Board of VTAE, Form 4, Student Accounting Summary, July, 1981.

Enrollments have grown an average of 5 percent for postsecondary and 10 percent for continuing programs,

although the pattern has been quite erratic. Table 3.15 shows these enrollments by age group. Proportionately, the greatest increases have occurred in the older age categories, though in terms of total enrollments the largest numbers of students are increasingly in the 25-34 age group.

Table 3.15

Gateway District Student Enrollments By Age and Participation
Percentage for Postsecondary and Continuing Education Programs for 1970 to 1980

Age:	18-24	% of Total	25-34	% of Total	35-44	% of Total	45-59	% of Total	60+	% of Total	15-17	% of Total	TOTAL
Postsecondary													
1970-71	3043	58.6%	1307	25.2%	482	9.3%	276	5.3%	10	.2%	76	1.5%	5194
1971-72	3291	57.9%	1544	27.2%	530	9.3%	258	4.5%	6	.1%	55	.97%	5684
1972-73	3382	58.1%	1574	27.1%	563	9.7%	251	4.3%	12	.2%	35	.6%	5817
1973-74	3374	55.5%	1716	28.2%	627	10.3%	262	4.3%	18	.3%	83	1.4%	6080
1974-75	3783	53.2%	2181	30.7%	802	11.3%	328	3.4%	22	.3%	85	1.2%	7201
1975-76	4083	51.3%	2519	31.6%	907	11.4%	372	4.7%	25	.3%	220	2.8%	8166
1976-77	3760	54.8%	2210	27.7%	596	8.6%	268	3.9%	19	.3%	265	3.9%	7146
1977-78	3790	53.6%	2166	30.6%	585	8.3%	264	3.7%	14	.2%	211	3.0%	7070
1978-79	3540	52.9%	2031	30.3%	628	8.1%	272	4.1%	16	.2%	211	3.2%	6698
1979-80	3601	46.3%	2487	32.0%	1059	13.6%	567	7.3%	27	.3%	31	.4%	7870
Continuing													
1970-71	4094	26.2%	4293	27.5%	2668	17.1%	2877	18.4%	701	4.5%	998	6.4%	15621
1971-72	4722	23.3%	6017	29.7%	3347	16.5%	3872	19.1%	1322	6.5%	1012	5.0%	20292
1972-73	5801	23.2%	7409	30.0%	3933	15.6%	4857	19.5%	1602	6.4%	1357	5.4%	24959
1973-74	6099	24.7%	6063	24.5%	5280	21.4%	4700	19.0%	1144	4.6%	1413	5.7%	24699
1974-75	7062	25.8%	6937	25.3%	5770	21.0%	4747	17.3%	1512	5.5%	1392	5.1%	27420
1975-76	6865	28.1%	6407	26.3%	3827	15.7%	4021	16.5%	1195	4.8%	1117	4.5%	24396
1976-77	6396	27.7%	6126	25.6%	3613	15.6%	3608	15.6%	1574	6.8%	1150	5.0%	23097
1977-78	6765	23.8%	7098	25.0%	4308	15.2%	4199	14.7%	2094	7.4%	1470	5.2%	25934
1978-79	7283	23.3%	7211	23.1%	7328	23.5%	4548	14.6%	2855	9.1%	2007	6.4%	31232
1979-80	7135	20.9%	8383	24.6%	9367	27.5%	5487	16.1%	2865	8.4%	820	2.4%	34057

Source: Wisconsin Board of VTAE, Student Data Form. Unduplicated student enrollments.

Age. Table 3.16 shows the participation rates among the population in these age groups. These rates are calculated by dividing the enrollments in Table 3.15 by the population pools in Appendix C, Gateway District Birth Pools by Age for 1970 to 1987. Again, individuals in the older age

categories have markedly increased their propensity to attend Gateway District particularly in continuing education programs. Younger individuals have actually decreased their propensity, as reflected in their declining enrollments in Table 3.15.

Table 3.16

Gateway District Student Enrollment by Age and Participation Rates for Postsecondary and Continuing Education Programs for 1970-1980

Age:	18-24	25-34	35-44	45-59	60+	15-17
Postsecondary						
1970-71	.0799	.0418	.0158	.0057	.0004	.004
1971-72	.0827	.046	.0177	.0053	.0002	.003
1972-73	.0828	.043	.0193	.0050	.0005	.002
1973-74	.0797	.044	.0217	.0052	.0007	.004
1974-75	.0866	.053	.0283	.0065	.0008	.004
1975-76	.0901	.058	.0326	.0073	.0009	.010
1976-77	.0813	.047	.0213	.0053	.0006	.012
1977-78	.0801	.044	.0203	.0053	.0004	.009
1978-79	.0726	.039	.0210	.0055	.0005	.009
1979-80	.0723	.038	.0343	.0117	.0008	.002
Continuing						
1970-71	.108	.134	.087	.036	.028	.049
1971-72	.119	.177	.112	.079	.051	.048
1972-73	.142	.202	.135	.098	.060	.063
1973-74	.144	.157	.187	.094	.041	.065
1974-75	.158	.168	.204	.094	.053	.064
1975-76	.151	.146	.124	.079	.040	.048
1976-77	.138	.131	.117	.071	.051	.048
1977-78	.143	.144	.136	.084	.066	.065
1978-79	.149	.139	.224	.092	.088	.089
1979-80	.148	.153	.277	.113	.087	.036

Sex. Table 3.17 shows these decade trends by sex of student. The greatest increases have occurred among women in postsecondary programs and among men in continuing education programs.

Table 3.17

Gateway District Student Composition by Sex for Postsecondary and Continuing Education Programs for 1970 to 1980

	Male	% of Total	Female	% of Total	Total Enrollment
Postsecondary					
1970-71	3,369	64.9%	1,825	35.1%	5,194
1971-72	3,504	61.6%	2,180	38.4%	5,684
1972-73	3,395	58.4%	2,422	41.6%	5,817
1973-74	3,555	58.5%	2,525	41.5%	6,080
1974-75	4,175	58.0%	3,026	42.0%	7,201
1975-76	4,763	58.3%	3,403	41.7%	8,166
1976-77	3,953	56.7%	3,193	43.3%	7,146
1977-78	3,708	52.4%	3,362	47.6%	7,070
1978-79	3,292	49.1%	3,406	50.9%	6,698
1979-80	3,801	48.3%	4,069	51.7%	7,870
% Increase	12.8%		2.23%		
Continuing					
1970-71	5,496	35.2%	10,125	64.8%	15,621
1971-72	7,691	37.9%	12,601	62.1%	20,292
1972-73	9,531	38.1%	15,446	61.9%	24,959
1973-74	10,792	43.7%	13,907	56.3%	24,699
1974-75	11,166	40.7%	16,254	59.3%	27,420
1975-76	10,048	41.2%	14,348	58.8%	24,396
1976-77	8,985	38.9%	14,112	61.1%	23,097
1977-78	11,179	39.1%	17,297	60.9%	28,420
1978-79	11,991	38.4%	19,241	61.6%	31,232
1979-80	13,064	38.4%	20,993	61.6%	34,057
% Increase	2.37%		2.07%		

Source: Wisconsin Board of VTAE, Form 4, Student Data Form.

Full- and part-time enrollments. Table 3.18 shows these increases for part-time and full-time students by campus. Virtually all continuing education students are part-time. These figures, while not as accurate as previous figures since they only represent first semester enrollments for four years, suggest that recent increases in enrollments have occurred among full-time students in degree programs. However, prior to this last year, enrollments were increasing most rapidly among part-time students.

Table 3.18

Gateway Active Enrollments for Postsecondary and Cumulative Enrollments for Continuing by Campus for 1978 - 1981

Postsecondary	October, 1978			October, 1979			October, 1980			October, 1981		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
District												
Elkhorn	151	264	415	132	299	431	140	452	592	113	367	480
% Change				-14.3%	13.3%	3.9%	6.1%	51.2%	37.4%	-23.9%	-23.2%	-23.3%
Kenosha	1128	1983	3111	1053	2071	3124	1024	2255	3279	1246	2197	3443
% Change				-7.1%	4.4%	0.4%	-2.8%	8.9%	4.96%	21.7%	-2.6%	5%
Racine	596	1223	1819	572	1345	1917	598	1527	2125	839	1664	2503
% Change				4.2%	9.98%	5.4%	4.5%	13.5%	10.9%	40.3%	8.97%	17.8%
Total	1875	3470	5345	1757	3715	5472	1762	4234	5996	2198	4228	6426
% Change				-6.7%	7.1%	2.4%	0.2%	13.97%	9.5%	24.8%	0.1%	7.0%
Continuing												
District												
Elkhorn		3039			3093			3730			2930	
% Change					1.8%			20.6%			-21.4%	
Kenosha		4754			4549			5264			4928	
% Change					-4.5%			15.8%			-6.1%	
Racine		5059			5093			5813			5802	
% Change					.7%			14.1%			-.2%	
Total		12906			12735			14807			13661	
% Change					-1.3%			16.2%			-7.8%	

Source: L. Klappauf, Supervisor-Student Services, Kenosha Campus, "Active Enrollment Report," October 12, 1981.

Enrollment Projections

Stable Growth Rate

Because enrollment trends have been so erratic over the past decade, several methods of projecting future enrollments were used. First, a 4 percent growth as projected by the Wisconsin Board of VTAE was projected for each of the next five years. This seemed a reasonable and desirable growth rate, though not one that would necessarily be attained. This projected trend was then compared to alternative projections. These first projections are based

upon FTE projections. Student enrollments for the projected FTE's are estimated from the average ratio of FTE's to enrollments over the past four years. Table 3.19 shows these ratios to have remained fairly constant across time, .45 for postscondary and .019 for continuing programs. These projections are shown in Table 3.20.

Table 3.19

Number of Student Enrollments and Full-Time Equivalents and Ratio of Full-Time Equivalents to Total Enrollments in Postsecondary and Continuing Education Programs from 1977 to 1981

	1977-1978	1978-1979	1979-1980	1980-1981	
Postsecondary:					
Total Enrollment	7,070	6,698	7,870	8,547**	
FTE's	3,574	3,234	3,325	3,628	
% Increase		-10.5%	2.8%	9.1%	
Ratio:*					
FTE/Enrollment	.506	.482	.422	.420	.45 Ave.
FTE Proportion of Total	.86	.86	.83	.85	
Continuing:					
Total Enrollment	28,420	31,232	34,057	34,000**	
FTE's	568	531	681	680	
% Increase		-6.5%	12.82%	-.15%	
Ratio:*					
FTE/Enrollment	.020	.017	.020	.020	.019 Ave.
FTE Proportion of Total	.14	.14	.17	.15	

*Ratio: FTE/Enrollment represents the percentage of FTE's to the total student enrollments.

**Estimated

Source: Wisconsin Board of VTAE, Form 4, Accounting Summary, July, 1981.

"FTE Comparative Report, Final Report 80-81," September, 1981, Student Services

Table 3.20

Gateway District Student Enrollment Projections Based Upon a Four Percent Growth Rate and Group Participation Rates by Age for Postsecondary and Continuing Education Programs from 1982 to 1987

Year:	1982-83	1983-84	1984-85	1985-86	1986-87
POSTSECONDARY					
4% Growth					
Total Enrollments**	8643	8989	9348	9722	10111
FTE's*	3890	4045	4207	4375	4550
Population Demand					
Total Enrollment	7948	8102	8203	8246	8288
FTE's	3577	3646	3691	3711	3730
Increase/Decrease		2.9%	2.6%	2.3%	3.2%
CONTINUING					
4% Growth					
Total Enrollments***	38133	39658	41242	42892	44608
FTE's	686	714	742	772	803
Population Demand					
Total Enrollment	37182	38133	38987	39848	40701
FTE's	632	648	663	677	692
Increase/Decrease		3.3%	3.1%	3.1%	3.2%

* Projected FTE's from financial projections divided between Postsecondary and Continuing programs according to past ratio of 85/15. (See Table 5.2 for financial projections and Table 3.19 for past ratio.)

** Projected by dividing FTE projection by past average proportion .45.

*** Projected by dividing FTE projection by past average proportion .019.

Source: Based on data supplied by Wisconsin Board of VTAE, Form 4, Student Accounting Summary; July, 1981.

Population Demand for Services

A projection based on student enrollments was then developed for each of these five years using demographic data provided by the Wisconsin Board of VTAE. To do so, participation rates were determined for the years 1970-71 to 1979-80 for each of six age groups (Table 3.16). These participation rates represent the proportion of persons born in the Gateway District during the relevant years who actually attended Gateway District when they became a certain age.

These participation rates could then be applied to later birth pools for individuals in the six age categories providing projections of future enrollments from 1982 to 1987. This calculation indicates that if the same participation rates continue as in the past, the Gateway District can anticipate a similar student enrollment trend. The projections for the age groups are presented in Table 3.21 and their sums along with estimated FTE's are presented in Table 3.20.

Table 3.21

Gateway District Student Enrollment Projections for Postsecondary and Continuing Education Programs by Age for 1982-87

Age:	18-24	25-34	35-44	45-59	60+	15-17	Total
Postsecondary							
1982-83	3760.9	2325.5	1255.5	542.3	28.3	35.7	7948.2
1983-84	3782.2	2390.2	1326.8	537.6	29.2	35.8	8101.8
1984-85	3727.8	2465.1	1416.1	529.4	29.4	35.2	8203.0
1985-86	3600.3	2557.7	1502.3	522.5	29.5	33.6	8245.9
1986-87	3488.9	2617.1	1601.4	519.2	29.7	31.1	8287.5
Continuing							
1982-83	7698.7	9363.3	11090.4	5237.4	3081.0	711.5	37182.3
1983-84	7742.2	9635.6	11720.9	5189.8	3175.9	668.5	38132.9
1984-85	7630.9	9925.1	12509.7	5113.4	3166.0	642.0	38987.1
1985-86	7369.8	10298.3	13271.1	5046.6	3212.2	645.0	39843.0
1986-87	7141.9	10537.1	14146.8	5014.3	3226.9	634.1	40701.1

Sources: Calculations from data supplied by the Wisconsin Board of VTAE, Student Data Form.

These sums can be thought of as "population demand" projections assuming that people of a certain age continue to have the same tendency to come to the Gateway District as

they have in the past. Other variables not considered in the "population demand" estimates that would affect totals are economy, unemployment rate, student resources, world of work changes, and program capacities.

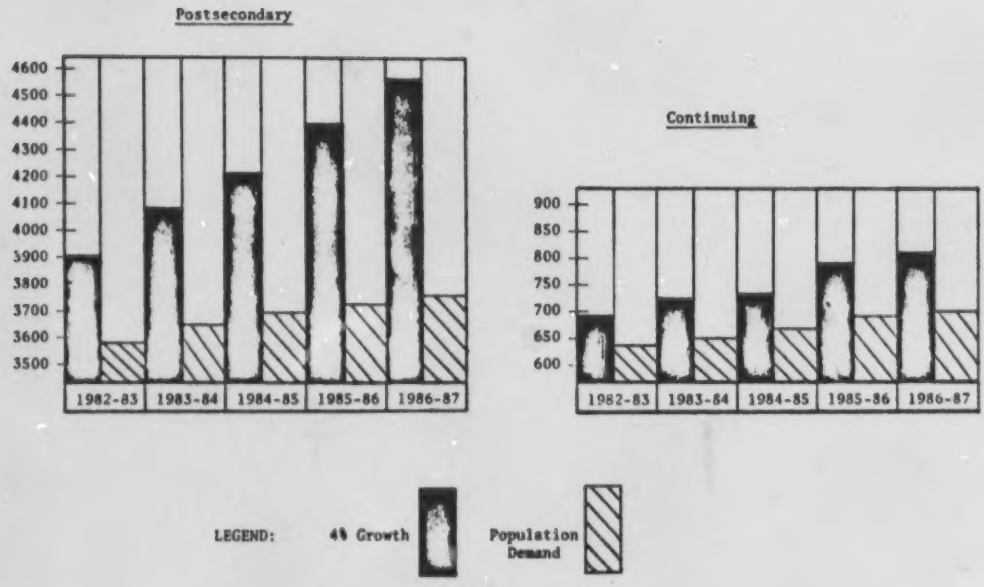
Changes in these projections only reflect a change in the age composition of the Gateway District. So when individuals in one age category move into the next category, their enrollment likelihood would decrease/increase as the case may be.

A review of the 4 percent growth projections and the "population demand" projections reflect discrepancies between the two projections, which may mean one of several possibilities. Perhaps growth will not be as large as 4 percent every year, or growth may be influenced by factors other than current demographic trends; i.e., advertising, economy, community outreach, etc. In either case, it can be assumed from these figures that the growth of 4 percent might be optimum and will certainly accommodate "population demand" as reflected by the demographic projections.

One might also anticipate that "population demand" will increase through time. Figure 3.7 presents estimates for both types of programs which assume a 4 percent growth in this demand.

Figure 3.7

A Comparative Analysis of the 4% Growth and Population Demand, FTE Projections from 1982 to 1987



It appears that the FTE projections in Figure 3.7 based on a 4 percent growth compared to population demand for the postsecondary enrollment show a wide discrepancy while the comparison for FTE's in continuing enrollment shows a closer relationship.

The discrepancy or lack of discrepancy might be explained in that the 4 percent growth does not take into consideration such factors as inmigration, outmigration, and death rates while population demand adjusts for these factors. Whatever the rationale, the FTE projections in Figure 3.7 should be considered reasonable until proven otherwise.

CHAPTER IV

PROGRAM AND SERVICE ASSESSMENT

PART I - Educational Programs and Services

Community Services and Instructional Services are charged with the mission of providing educational programs and services to the general public. These programs must serve three primary needs in the population; namely, to develop or improve the occupational competencies; to develop an awareness and understanding for citizenship, home, and family responsibilities; and to meet the need for self-enrichment and cultural improvement. For example, Instructional Services deals more exclusively with occupational development in its supervision of the full-time degree programs, and Community Services is involved with occupational development most often designed to meet temporary and immediate needs of individuals or local businesses. This division allocates a much larger proportion of its resources in meeting the community's needs for personal growth opportunities; it administers Adult Basic Education programs as well as programs designed to improve homemaking skills or provide other stimulating avocational activities to the interested adult. Community Services clearly plays a complementary role to Instructional Services

in its ability to react to the changing needs in the business community and to provide programs dealing with the total individual. The opportunities provided by Instructional and Community Services are fundamentally important to the fulfillment of Gateway District's mission. In some of the discussion below, it is necessary to talk about the two divisions separately. Since they serve complementary needs, however, they are considered jointly as much as possible in an effort to present a total picture of the Gateway District as it relates to the community.

Mission of Instructional Services

The Instructional Services division encompasses five instructional departments that provide full-time instructional programs in business, agri-business, general education, health occupations, and trade and industry. There are also two support departments included in this division: Research and Planning Services and Instructional Resources. The mission of the division is to:

- Provide educational programs and services to the general public.
- Develop programs and services to assist citizens in becoming occupationally competent.
- Provide qualified and certified staff.
- Provide orientation and in-service opportunities for faculty and staff to enable them to mantain and improve their instructional competency.
- Provide evaluation to enhance the quality and effectiveness of personnel efforts.

- Support and enhance programs through the production, acquisition, indexing and dissemination of instructional materials.
- Provide and maintain appropriate audiovisual equipment.
- Continually inform the school and community of available materials and services.
- Promote, conduct and coordinate all institutional research.
- Identify and obtain federal, state and foundation dollars to support and expand the institution's offerings and facilities.
- Determine the need for new programs, program development and evaluation.
- Develop and maintain an affirmative action program,
- Establish communications with legislative groups concerning the mission of the Gateway District.

Instructional Services division provides associate degree, vocational diploma, certificate and apprenticeship programming. They establish and maintain articulation arrangements with secondary schools, colleges, and universities that provide Gateway District students additional educational opportunities. In addition to the full-time programs, special credit courses are programmed for CETA, Spanish Center, and other groups.

A major activity performed in the division is the recruitment, scheduling, staff development, evaluation and certification liaison with the Wisconsin Board of VTAE for full- and part-time faculty and staff. Faculty and staff have the opportunities to update their information or curriculums through in-service training programs, mini-grants and special projects.

The division continually provides for curriculum development, revision and maintenance, including the Competency Based Education (CBE) effort. Also, an integral part of curriculum and CBE effort is the occupational program advisory committees that are provided and maintained by the division. Other instructional services are the review of and approval of instructional textbooks, selection and recommendation of instructional equipment, Learning Resource Centers, audiovisual services, and duplication services.

In the Instructional Services planning process, operational committees and specific task forces are organized and maintained for the entire Gateway District. The Research and Planning Services staff conducts annual reviews of full-time programs and coordinates specific program evaluation and discontinuance studies. From time to time, when issues or concerns arise within the Gateway District, the necessary position paper or report is developed or coordinated by Research and Planning Services. Also, when efforts are to pursue external financial resources (e.g., federal funds, state funds, etc.), projects are developed and coordinated by Research and Planning Services.

Efforts by the Gateway District to remain in compliance with state and federal regulations concerning instructional courses, programs, affirmative action, handicapped requirements, graduate follow-up studies, or facility

utilization is the responsibility of the Instructional Services division.

Mission of Community Services

Community Services is essentially the outreach arm of the Gateway District, a division designed to respond to community needs. Community Services division consists of 11 instructional departments: Adult Basic Education, Adult High School, Business Education, Fire Science, General Education, Health Education, Home Economics, Supervisors' Management, Trade and Industry, Goal Oriented Adult Learning Centers, and WO/MEN's Bureau. There are several support departments assigned to the division: WGTD Radio Station, Public Information, and Alumni and Foundation. The mission of the division is to:

- Provide educational programs and services to the general public.
- Develop programs and services to assist citizens in becoming occupationally competent.
- Provide programs which enable adults to better understand their societal responsibilities of citizenship, home and family life.
- Provide special self-enrichment or avocational education for cultural improvement.

Many of these programs are designed to meet the needs of special populations, such as the handicapped or disadvantaged.

Currently, Community Service strives to meet its mission to provide outreach, personal growth services.

A good proportion of its resources are spent fulfilling these efforts. Future financial constraints may necessitate a reduction in these efforts; however, this division may come to focus more fully on occupationally-related programs. This possibility will be discussed more fully when financial constraints are considered. It is the occupationally-related programs which generate the vast majority of Gateway District revenues, hence a trend away from other types of programs may not be viewed with alarm by many individuals. However, this trend might be problematic if individuals likely to involve themselves in personal growth or family life programs continue to comprise a growing proportion of Gateway District's potential student body.

Meeting Community Needs

Monitoring community needs. Since the Gateway District's essential mission is to provide a comprehensive vocational, technical and adult education service to serve the community, and since this mission has been internally delegated to Instructional and Community Services, both divisions devote considerable effort in determining the needs of the community. Much of this effort is directed toward the business and labor community. Both divisions utilize advisory committees which provide input into program innovation. Program coordinators are also directed to solicit the needs of the clients they serve. The staff of the

Wisconsin Board of VTAE also provides input as to statewide needs. Hence, the Gateway District has several standard methods of monitoring changing community needs, and more are being established. For instance, Community Services is instituting a program to systematically contact specific local businesses during each calendar year. Community Services representatives also learn about current needs by actively participating with economic/industrial development groups; e.g., Private Industry Council, Chamber of Commerce, Manufacturers' Association. Gateway District's willingness to respond to specific business needs is publicized through these contacts, as well as by special mailings and brochures.

Instructional Services conducts feasibility studies to test ideas for new programs, and it conducts follow-up studies of its graduates and their employers. The need for new programs or modifications to existing ones may come to light in the course of these studies. Then, in all of these ways Gateway as an institution remains open to the community, allowing input that may dictate the formation of new programs. Other indicators, such as national, state and Gateway District employment trends are also monitored in an effort to anticipate future needs of the community. These indicators will be considered as well as observations by individuals who are very familiar with the Gateway District economy; e.g., Chamber of Commerce, Manufacturers'

Association, Job Service personnel, to suggest future directions in Gateway District's program development.

Future program projections. The Gateway District, like the entire nation, is experiencing a labor force transition. With the fast pace of change in our society, old job skills are becoming obsolete, new skills are in demand. Many District residents may find it necessary to turn to the Gateway District during some part of their adult working lives to upgrade existing skills or acquire entirely new ones. Table 4.1 shows the labor force in all three counties to be growing, most significantly in Walworth County where the labor force grew by 9 percent last year. Hence, increasing numbers may come to the Gateway District for job skill upgrading.

Table 4.1

Gateway District Workforce Employment By County In 1975 and 1980

	June, 1975				June, 1980			
	Kenosha	Racine	Walworth	Total	Kenosha	Racine	Walworth	Total
Agricultural	96	149	102	347	539	613	242	1394
				.3%				.1%
Mining	0	35	16	51	0	**	**	
				.04%				
Construction	1233	2109	732	4074	2610	1862	878	5350
				3.4%				3.9%
Manufacturing	18267	27233	5105	50605	18881	29928	6427	55236
				41.95%				40.39%
Food & Kindred Products	678	1262	486	2426	893	1096	577	2566
				2.0%				1.9%
Textile Mill Products	601	9	50	660	**	**	**	
				.55%				
Apparel and other finished products made from fabric and similar materials	20	403	77	500	**	285	158	443
				.4%				.3%
Lumber and Wood Products (exc. furniture)	54	54	32	140	54	83	31	168
				.1%				.1%
Furniture and Fixtures	135	90	67	302	**	163	128	291
				.3%				.2%
Paper and Allied Products	32	200	0	232	**	275	**	275
				.2%				.2%

Printing, Publish, and Allied Industries	340	2440	301	3081 2.6%	330	2392	298	3020 2.2%
Chemical and Allied Prod.	27	2318	42	2387 2%	**	2869	88	2957 2.2%
Petroleum and Refining Ind.	0	0	0	0	0	**	**	
Rubber and Misc.	27	834	185	1046 .87%	85	1151	334	1570 1.1%
Leather and Leather Products	0	66	21	87 .07%	0	**	21	21 .02%
Stone, Clay, Glass, and Concrete Prod.	100	654	330	1084 .9%	147	546	372	1065 .8%
Prim. Metal Products	1546	1590	711	3847 3.2%	1604	1514	841	3959 2.9%
Fab. Metal Products (exc. machinery & transp. equip.)	1156	2909	274	4339 3.6%	3093	2998	476	6567 4.8%
Mach. (exc. elec)	235	10085	971	11291 9.4%	439	11870	1008	13317 9.7%
Elec. & Electronic Machinery, equip. and supplies	937	2140	591	3668 3.0%	935	2998	675	4608 3.4%
Transp. Equip.	12137	1627	79	13843 11.5%	10276	1242	108	11626 8.5%
Measuring, Analyzing, & Controlling Industry	2	355	536	893 .7%	**	263	640	903 .7%
Mis. Man. Indus.	236	191	352	779 .65%	238	120	580	938 .69%
Transp. Comm. and Elec. Gas & Sanitary Serv.	1259	2060	827	4146 3.5%	1256	1743	855	3854 2.8%
Wholesale Trade	912	2115	543	3570 3.0%	845	1783	889	3517 2.6%
Retail Trade	6752	9294	4318	20364 16.9%	7372	11020	5401	23793 17.4%
Finance, Insurance & Real Estate	814	1862	556	3232 2.7%	986	2218	708	3912 2.9%
Services	5590	9825	3615	19030 15.8%	6345	10161	4693	21199 15.5%
Government	5736	6814	2657	15207 12.6%	6529	7280	4667	18476 13.5%
Federal	209	317	102	628 .5%	233	394	139	1066 .8%
State	1081	120	--	1201 1.0%	--	--	--	
Local	4446	6323	2555	13324 11%	4429	6756	3526	14711 12.2%
Non-classification Est.	4	6	11		--	--	--	
Total	40663	61502	18482	120647	45363	66635	24770	136768

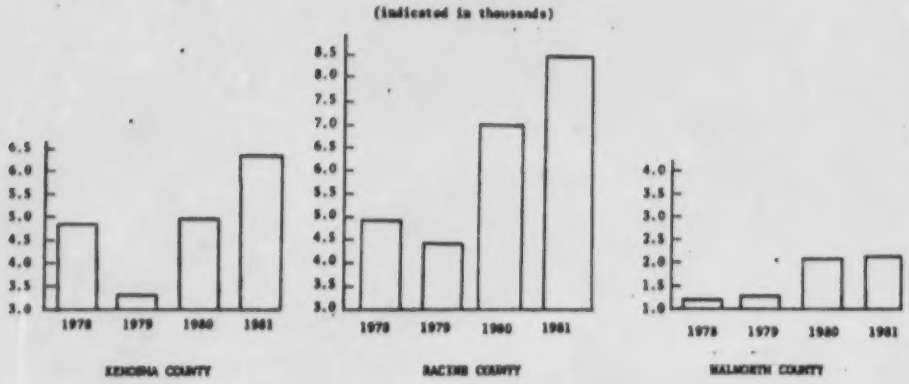
** Insufficient data for determination.

Source: Department of Industry, Labor and Human Relations: Division of Research and Statistics.

The pool of unemployed persons in the Gateway District may give some indication of the numbers of individuals needing to "retool" outmoded skills. In 1981, the average unemployment rate (Figure 4.1) was greater than each of the three counties compared to 1978, 1979, and 1980. Between four and five thousand individuals were unemployed each month on an average in both Racine and Kenosha Counties for the first half of 1981, and more than two thousand in Walworth County. More recent figures indicate higher unemployment for the last half of 1981, so this potential pool of Gateway District students remains high, though the trend may have reached its peak.

Figure 4.1

Gateway District
Average Number of Unemployed Persons
1978 - 1981
(Indicated in thousands)



Source: Wisconsin Job Service.

The Gateway District is currently experiencing a labor force transition that might suggest the direction of future program innovation. Like the rest of the country,

technological advances in automation, particularly in robotics, are reducing the demand for semi-skilled and unskilled labor and increasing the demand for skilled technical workers. These trends are slightly evident in the economic indicators currently available, but are seen even more clearly by individuals intimately familiar with the Gateway District economy.

Table 4.1 shows changes in industry concentration over the last half of the last decade. Hence, a slight decrease in manufacturing concentration is seen, with more dramatic decreases in several specific manufacturing industry types such as metal products and transportation equipment, as well as decreases in the transportation industry and wholesale trade. Corresponding increases are seen in retail trade, finance, and government employment. The decreases probably reflect, in large part, slowdowns in local industries such as American Motors in Kenosha, as well as in the shipping industry throughout the country.

Table 4.2 shows changes over the entire decade in occupational types. The proportion of the labor force comprised of operatives (semi-skilled) and services workers has declined, while that comprised of sales workers and craftspersons has increased.

Table 4.3, however, shows that the types of occupations employers <u>expect</u> to create in the near future continue to be crafts, operatives (could be transportation), and sales occupations. The bulk of the operative occupations

anticipated in Walworth County are operators of recreational machinery; i.e., ski lifts, etc.

Table 4.2

Gateway District Occupational
Distribution of Workforce in 1970 and 1980

	1970	1980
Professional	14.9%	12.8%
Managers and Officials	7.6%	7.7%
Sales Workers	5.9%	7.2%
Clerical Workers	16.6%	15.4%
Crafts and Kindred	16.4%	18.3%
Operatives	24.3%	22.5%
Service Workers	14.2%	12.1%
Laborers	4.5%	4.2%
Total	100.0%	100.0%

Source: Occupational Matrices, Wisconsin Department of Industry, Labor, and Human Relations

Table 4.3

Gateway District Employment Projections for
New Occupational Openings by County for 1981-82

	Kenosha	Racine	Walworth	Total
Professional	27	16	4	47
% of Total				4.5%
Managers and Officials	3	--	2	5
% of Total				.5%
Sales Workers	6	16	3	35
% of Total				3.3%
Clerical Workers	14	67	5	86
% of Total				8.2%
Crafts and Kindred	84	107	38	229
% of Total				21.9%
Operatives	79	82	213	374
% of Total				35.7%
Service Workers	39	6	125	170
% of Total				16.3%
Laborers	--	102	--	102
% of Total				9.7%
Total				1048

Source: "New positions available for Kenosha, Racine and Walworth Counties," Private Industry Council, Racine, Wisconsin.

These indicators suggest the beginning of a trend away from semi-skilled manufacturing jobs predicted for the Gateway District. The Gateway District workers are less often concentrated in manufacturing, operative occupations and are more often concentrated in retail sales, salesperson occupations. These trends are expected to continue and to become more pronounced. Also, trends toward more technically trained professionals are anticipated by local business in the near future, particularly for chemists, engineers, computer specialists, and hospital workers. These are the demands of the newer industries moving into the Gateway District, or of current industries anticipating modifications to their production procedures. Only in Walworth County are increases in traditional manufacturing occupations expected, largely because of the low wage structure relative to surrounding counties, a factor which may continue to attract new industry. However, these workers are unlikely to seek training at Gateway since their low beginning salaries would not justify an initial economic investment in training.

The retail trade industry is flourishing largely as the result of the shopping malls being built in the Gateway District. Demands for individuals with "practical" business experience are likely to increase as a result. Eventually, demands for sales workers, such as cashiers and waitresses, may also increase as these retail trade centers fully develop.

Demand for skilled trades people, such as welders, tool and die makers, and other apprentice occupations, are currently holding their own--even increasing--in the Gateway District. This trend indicator certainly does not suggest that manufacturing is becoming unimportant in the Gateway District, simply that it may become less important. Actually, a recent study by the Wisconsin Department of Economic and Community Development shows that Wisconsin has grown in manufacturing relative to other states in the region or to the nation as a whole.

In an effort to meet the changing workforce trends, the Gateway District staff implements two methods of information gathering to determine new programs* or shifting employment needs of existing associate degree and vocational diploma programs. The ultimate decision for new programs and major curriculum changes or emphasis rests with the Gateway District Board. One method used to gather information is derived from the Program Evaluation/ Discontinuance Review which occurs each year when Gateway District committees are formed to review specific programs. Program review committee recommendations strive to strengthen and improve existing programs and services,

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*New Program - can be a body of knowledge or course of study that may range from six weeks to two years depending upon the skills necessary for job entry.

suggest change in program location designation or new programs, and to suspend/discontinue existing programs. The second method is the development of a feasibility study for new program development which involves an investigation of the projected manpower needs, survey of employer needs, student interest, compatibility with exisiting programs, and estimated initial and continuing program costs. Results of these studies are presented to the Gateway District Board and the Wisconsin Board of VTAE for program approval and development. Location for new programs is based upon the demonstrated needs in the study for employability of students, facilities available, and compatibility with existing programs. The following list of new program development suggestions was received by the Research and Planning department for further investigation:

1. Word Processing - a program to develop word processing skills already having an impact on the business community.

2. Diesel Mechanics - a program to teach fundamental principles of diesel engines, apply shop techniques and methods through actual disassembly, diagnosis, assembly and testing.

3. Numerical Control - a program to develop programming skills for the machine tool industry.

4. Microcomputers - a program that will enable the student to sample use of microcomputers through commercially produced software packages and learn elementary

programming in the BASIC language. Emphasis will be on writing programs and experimenting with the computer in a laboratory atmosphere.

5. Robotics (electro-mechanical) - a program to train individual skills in computerized manufacturing equipment and automation in manufacturing industries.

The Gateway District staff intends to continue monitoring the economic and workforce needs in the following areas, which should not be considered all inclusive since changing technology occurs so rapidly:

1. Automobile Emission Specialist - the principles of design, construction, and operation of the various types of emission controls are studied so that the student may become familiar with these components.

2. Aircraft Instrument Repair - the construction, operation, and installation of the instruments present in aircraft are studied. The student then applies the knowledge of theory and operation of instruments to the typical jobs included in routine line maintenance. This includes inspection, removal, and installation of flight, engine, navigational, and communications equipment.

3. International Marketing (five-year) - a program to adapt the operations of domestic as well as multinational business firms to the cultural needs of foreign nationals on a workable basis.

4. Numerical Control Machine Repair - a program that would develop skills in repair of numerical control machines.

Future articulation with business and industry. In addition to the methods discussed previously, other means of determining community needs might be developed such as articulation with the business community, the more likely it is to learn of its needs. Connections could include establishing contacts with local managers and technical staff to learn of their training needs and to assess the extent to which Gateway District graduates fill the specific needs of local businesses. The needs of small businesses are particularly likely to go unknown unless systematic contacts are made.

Cooperative training efforts between industry and the school would also act to increase contact, hence knowledge of special needs, as well as to improve the quality of the training. These cooperative efforts could include facility sharing, cooperative schooling (alternating semesters of work and training), faculty "return to industry" programs, personnel sharing (including industrial workers as instructors in certain phases of programs where appropriate). Another method, used by Community and Instructional Services to varying extents, is the offering of programs in industrial settings. All of these methods increase the information coming into Gateway District from the community, especially from the small manufacturers whose needs might be overlooked in a generalized appraisal of the situation.

Regular surveys of local businesses to ascertain current needs or to obtain evaluations of Gateway District services also may provide information that is useful to assess needs. A precedent was set for this type of approach by Research and Planning Services in their 1978 survey of local businesses; it might be profitably continued.

Other labor force needs. Economic funds are not the only determinants of labor market needs. Other social forces have an impact on the needs of certain segments of the labor force. For instance, the growing awareness of the need to educate "special" groups; i.e., handicapped or otherwise disadvantaged, requires that the Gateway District keep abreast of the needs of these groups and provide programs capable of meeting those needs. Another is the increasing tendency for married women to work outside the home increases the need for such service occupations as day care specialist or home maintenance specialist. Such trends should be considered when charting the future course of program development.

Concerns in Accomplishing Missions

Both Instructional and Community Services face many difficulties in their attempts to adequately accomplish their mission. Financial limitations have limited the implementation of many forward-looking ideas in both divisions, especially in efforts toward program innovations.

Another problem faced by both divisions is the limitation of adequate data processing services. For both divisions, adequate services would simplify the registration and scheduling processes, provide better enrollment data, make it easier to store student and faculty records (certification of faculty, advanced standing, Continuing Education Units of students), and provide more accurate inventory data. It would also simplify the process of developing and modifying CBE units and might even improve instructional techniques (if computer assisted instruction techniques could be implemented in all types of programs.) It might also make it possible to do a cost analysis of instruction and to maintain more accurate mailing lists used by Community Services in public relations work. In short, the functioning of both divisions could be simplified, modernized, possibly revolutionized by the introduction of adequate data processing services. Both divisions are feeling current limitations in this area quite severely.

Other problems unique to the two divisions are largely because of their special relationship to the community. For instance, Community Services programs suffer more directly from economic downturns in the community, given its greater involvement with current or temporary community needs. In fact, programs offered by Instructional Services may actually benefit from these downturns (as noted in the chapter on student enrollments). Community Services

finds other community-based impediments to full implementation of its assigned tasks. Public relations/community image is problematic for efforts to develop these programs. Many employers are either not aware of the assistance the Gateway District is prepared to give in solving their specific problems or have not considered the school. Due to the temporary nature of many of its programs, finding qualified staff for Community Service programs is sometimes problematic, especially in the newly developing technical fields. Because Community Service programs are aimed at part-time students, this division faces monumental problems in fully integrating both part-time students and faculty into the Gateway District. The professional development of part-time staff is an especially acute problem for this division.

An environmental problem faced by Community Services is the difficulties encountered in creating and maintaining an effective alumni association. This effort has resulted in the publicaton of "Gateway Today," but beyond that nothing substantial has happened. An effective alumni association might help a great deal in establishing the community contacts so necessary for the success of a community-oriented district such as Gateway.

The state legislature presents other environmental constraints; its reluctance to finance efforts other than degree or diploma programs or specific aidable courses is

particularly hard-felt by Community Services. A large proportion of these courses are avocational and an even larger proportion do not culminate in the awarding of a degree. Thus, this division faces financial pressures from several fronts. Plans for future development must take these pressures into account.

These problems will probably pose formidable obstacles for Community Services over the next five years. This division has come a long way in solving many of its problems. However, some of these problems identified in the last long-range plan include the need for more unique instructional programs (including in-plant) for business, industry, and government; better public relations; more programs for special populations (handicapped, minorities); more attention to fund raising from external sources; more goal-oriented adult education. The establishment of special training programs for business, the information centers, special programs for the handicapped and women, the GTI Foundation and GOAL adult education centers are just a few of Community Service's attempts to meet those needs.

The problems faced by Instructional Services in attempting to meet its goals relate more often to internal organizational sources. Problems mentioned here tend to deal with the needs for clarification of administrative roles and procedures, an adequate management information system, curriculum development and program consolidation.

The supervision of part-time staff is also problematic, though apparently not nearly to the extent that it is in Community Services. Communication among the various units comprising the Gateway District organization--both horizontally and vertically--is also mentioned as a problem.

As with Community Services, Instructional Services has also come a long way in solving many of the problems identified in the last long-range plan. Competency Based Education units are being developed and are now being implemented in many full-time programs. The stated need for student career education resulted in the publication of "Career Paths," a book designed to show various options available to students. Instructional Services has responded to the need to serve the various types of students attracted to Gateway in several ways. Support services for the physically and developmentally disabled have been developed; more off-campus, radio, and correspondence courses are being offered; advanced standing credits are being offered to more students for their non-academic training and experience. The need to integrate part-time faculty into the institution has resulted in a faculty handbook which deals, in part, with in-service training; also, the lines of communication between part-time and full-time faculty have expanded.

Assessment of Programs and Staff

To assure themselves that these and other problems are being adequately solved, both divisions have instituted

ongoing evaluation processes. To insure quality programs, these procedures may focus on entire programs or on the faculty and staff in particular. Research and Planning Services coordinates the program evaluation for Instructional Services; this unit conducts graduate follow-up studies and regular program reviews which provide data on student enrollment, retention, and placement that are ultimately used to determine program quality. On the basis of this assessment, programs may be continued, cut back or deleted.

Community Services also engages in an ongoing self-evaluation process that takes student enrollment and retention as partial criteria to judge program success. Certain programs, such as the WO/MEN's Bureau, also conduct follow-up studies. However, this division seeks more community input in its assessment procedures (because of its direct tie to the community) through its listening surveys on WGTD, the feedback it solicits and receives from employers, trade associations, and advisory committees.

Performance evaluation of faculty and staff requires assessment to insure that the personnel are adequately prepared and that methods are established to assess their performance. Both divisions conduct in-service training for faculty or staff, though concern was expressed that these efforts might not be sufficient. Faculty and staff are

also allowed to attend national conferences and state-called meetings when funds are available. Evening school supervision is also seen as a way of insuring high quality teaching in the various programs, though not as currently structured; the overload is simply too great to permit attentive supervision.

Faculty evaluation is a great concern of both divisions. Instructional Services has recently established a faculty/management committee to study the method of evaluating the effectiveness of staff members. Community Services uses student evaluations, limited classroom visitation, and advisory committees to assess the quality of teaching. Coordinator evaluations are also being revised by Instructional Services to reflect the work loads involved. How to evaluate staff members will probably continue to be an area of concern in the future.

Part II - Support Programs and Services

Student Services

Student Services provides a service function to Community Services and Instructional Services in the way of student recruitment, registration, student activities, student record keeping, etc.

Mission of Student Services

Student Services division in the Gateway organization deals directly with students. The mission of Student Services is to:

- Provide a broad range of services for individuals within the Gateway District.
- Facilitate the selection of, admission to, and progress in the educational programs offered.
- Assist individuals in clarifying their values.
- Assist individuals in achieving their educational and occupational goals.
- Foster personal growth through programs at Gateway Technical Institute or referral to preparatory programs or services in the community.

These services include extra-curricular activities (varsity and intramural sports, specialized clubs, student government), counseling, health care (school nurses, student health insurance), housing locater service, orientation for new students, testing, student accounting (enrollment statistics), and provision of student appeal rights.

All of these services are important for the total function of the individual while attending the Gateway District. However, other services provided by Student Services are absolutely imperative for the functioning of the Gateway District, such as recruitment, registration, financial aid, record maintenance, graduation, and placement. Without these services, students may not come to Gateway, stay at Gateway, or leave the school ready to pursue

their chosen careers. These services are essential for instruction to occur. Placement may not seem as essential as the others, but as one Student Services employee put it, "a good placement program is our best advertisement, our best method of recruitment." If the end result is favorable, if a job is found with the training obtained at the Gateway District, then more people will come for education.

Concerns in Accomplishing Mission

As with other Gateway District divisions, Student Services encounters several problems in attempting to fulfill its mission. Three of these problems seem to be fundamental. One is the issue of defining its domain. In many instances, Student Services cooperates with Instructional or Community Services on a task and it becomes unclear which division is responsible for which aspect of the task. For instance, Student Services is charged with testing and evaluating, but looks to Instructional Services to provide the content of these tests. Otherwise, will the results be meaningful for instructional purposes? Or, Student Services is charged with recruitment but many Community Services programs, such as the WO/MEN's Bureau, also act as recruitment contacts. How can these efforts be coordinated? Do they need to be? Or, Community Services is charged with administrating an alumni program, but Student Services also has an interest because of its involvement in

placement and recruitment. Or, Student Services is charged with encouraging students to remain at the Gateway District when the discouraging factors may actually be instructional, and so, beyond the influence of Student Services.

A second, perhaps even more pressing problem for Student Services concerns the allocation of resources within the Gateway District budget. Since Student Services activities do not directly contribute to enrollment, lean economic conditions necessitate that their activities be given relatively low priority when funds are distributed among divisions. As a result, Students Services staff has not increased as student enrollments have increased; in fact, the size of the staff has not increased over the last several years. As a result, staff limitations constrain a good many of the program innovations Students Services personnel might like to propose. These limitations are seen most clearly in the areas of placement and personal counseling. Staff limitations make it impossible to have a full-time placement officer or to provide limited personal counseling; both innovations, particularly the first, might substantially help Gateway's efforts to meet its goals.

A final concern is the number of records that the Gateway District must maintain. The limitation of adequate data processing services is another pressing concern for Student Services. An adequate system would facilitate the

creation, processing, and storage of records. It would permit on-line registration. It would allow implementation of a total student information system. It might eliminate much of the volume of paperwork now necessary for such areas as financial aids. In short, the implementations of an adequate data processing system is imperative for Student Services, particularly given the staff limitations of this division. Student record keeping is the highest data processing priority at this point.

As with other Gateway District divisions, Student Services has solved many of its problems identified in the last long-range plan. Services to evening students have been increased; evening counselors and registration personnel are now available. Recognition of non-graduates has been accomplished by instituting "certificates of attendance" that former students may present to their employers. Much effort has been focused toward high schools for recruitment efforts and for the development of 16- and 17-year-old policy. A high school relations person makes contact with each high school at least four times a year, discusses Gateway programs, administers the Career Planning Program (CPP) test (for student career planning), and encourages high school students to attend Gateway. Administering the CPP test to all incoming students has helped in program placement of handicapped and disadvantaged students, another problem area identified in the last long-

range plan. And of course, all of Student Services efforts are facilitated by the dedicated, energetic staff that has remained within the division for quite a number of years.

Assessment of Staff and Services

Student Services uses several assessment techniques to insure services are adequately delivered. To assure the quality of the staff, in-service training is conducted one day per month. This training is designed to acquaint the staff with relevant Gateway District services and agencies that may be helpful to them in accomplishing their goals. The need was mentioned to develop in-service training opportunities, specifically for coordinators and supervisors on innovation that might benefit all divisions in the Gateway District. Staff members are also encouraged to attend state-called meetings and workshops. Each staff member is evaluated annually by his/her supervisor, another mechanism that assists in improving the quality of staff performance.

Services are assessed in several ways by monitoring them in process to see that they are actually executed. For instance, recruitment efforts are monitored to see that the contacts are actually made.

Many attempts are made to see that student needs are actually being met. Feedback about special groups of students comes from social agencies, the Work Evaluation

Center, and monthly meetings between administrators and student government officers. Student Services also monitors proportions of special groups comprising the student body; i.e., minorities, handicapped. More direct means of routinely eliciting feedback from students have been tried unsuccessfully and new methods are being considered. A sampling of exit interviews may be conducted with students who are withdrawing from school, particularly those requesting tuition refund. These students might be able to provide more helpful information about needs they are not having met. Since reasons for withdrawals may be instructionally related, these interviews should be constructed with input from instructional divisions. Otherwise, the information might not be useful to them. Also, a procedure should be instituted which would guarantee that the results would actually be used by these divisions.

Administrative Services

As a service function, Administrative Services makes it possible for the other organizational facets of the institution to fulfill the mission of the institution; i.e., education. The specific tasks of Administrative Services can be categorized into accounting and purchasing; facilities, maintenance and supervision; budget development, coordination and monitoring; data processing, data entry and

reporting. Administrative Services also has the responsibility for campus security.

The division is supported by key personnel for every function, namely, divisional Director, Supervisor of Accounting, two Business Managers, Audit/Budget Analyst, Manager of Data Processing, and Supervisor of Facilities.

Mission of Administrative Services

Administrative Services is a service function that supports the other functions of the institution; i.e., instructional services, community services, student services, and the general administration. The mission of Administrative Services is to:

- Project the financial needs required to support a high level of quality in existing and newly initiated programs.
- Allocate financial resources among Gateway District organizational units.
- Collect, safeguard, and disburse Gateway District funds in a timely and efficient manner.
- Provide accurate information about the Gateway District budget and financial status on a timely basis.
- Provide safe, adequate and accessible facilities to meet the educational needs of all citizens.
- Provide up-to-date and appropriate educational facilities.

Concerns in Accomplishing Mission

Staff development is a continuous process through formal and informal in-service, professional conferences, and state-called meetings. Evaluation of staff is a yearly process that attempts to identify both strengths and weaknesses in the individual as it relates to the job. Hiring quality staff with expertise to meet the needs of the institution in accomplishing the mission of Administrative Services could be a problem because of the competitiveness of the labor market.

The impact of Administrative Services is evident in such activities as budget preparation, analysis, and audit. Financial planning by Administrative Services relative to cost allocation and cost effectiveness directly affects the direction of the institution in attaining the educational objectives.

CHAPTER V

PROJECTION OF RESOURCES

In the development of budgets for fiscal years 1982-83, 1983-84, 1984-85, 1985-86, and 1986-87, several factors both historical and projected need to be considered for long-range planning if planning is to be effective and valid. Revenue sources the past five years have consisted of local government approximately 45 to 49 percent, state government approximately 16 to 19 percent, federal government approximately 11 to 18 percent, student tuition about 11 to 14 percent, and miscellaneous income about 7 to 11 percent. The largest share, local government, substantiates the rational for prominence of local control versus state and federal control.

Financial Resources

Revenues. Table 5.1 shows the share contributions of the various revenue sources; i.e., local, state, federal, student, miscellaneous/other. The average annual increase reflects increases less than the inflationary trend for the same period which approximates 11 to 12 percent.

Table 5.1

Gateway District Sources of Revenue Actual and Budgeted By Percentages For 197[illegible] Through 1982
($000)

	Actual*					Budget
	1976-1977	1977-1978	1978-1979	1979-1980	1980-1981	1981-1982
Local Government	5,468	5,930	7,184	7,643	8,528	9,069
% of Total	45.0	41.5	49.2	47.6	47.9	49.4
State Government	2,179	3,049	2,810	2,810	3,429	2,935
% of Total	17.9	21.3	19.2	17.5	19.3	16.0
Federal Government	1,477	2,616	1,686	2,065	2,198	2,311
% of Total	12.1	18.3	11.5	12.9	12.3	12.6
Student	1,668	1,599	1,519	1,702	2,184	2,560
% of Total	13.7	11.2	10.4	10.6	12.2	14.0
Misc/Other	1,429	1,126	1,294	1,298	1,509	1,387
% of Total	11.8	7.9	8.9	8.1	8.5	7.6
SUBTOTAL	12,221	14,320	14,496	15,518	17,848	18,272
Balance/Transfer	65	(33)	118	533	(42)	79
	.5		.8	3.0	(.7)	.4
TOTAL	12,156	14,287	14,614	16,051	17,806	18,351
Yearly Budget Increase		17.5	2.3	9.8	10.9	3.1

*Source: Administrative Services, GTI, 10-20-81, Data from Cost Allocations VE-CA-2.

Analysis: For the five-year period, the following can be noted:

1. Local government share increased 4.4%.
2. State government share decreased 1.9%.
3. Federal government share increased .9%.
4. Student share increased .3%
5. Misc/Other share decreased 4.2%.
6. The total budget increased 51% or 8.4% per year.

State cost control. In 1977, the Wisconsin legislature formulated and passed cost control legislation that was to be effective for the 1978-79 fiscal year and annually thereafter. The major purpose of the cost control legislation was to limit net operating expense per FTE for state aid support to an increase of 9.5 percent per year.

Table 5.2 reflects cost control based upon a 4 percent growth in FTE's, no growth in FTE's, and a 4 percent decrease in FTE's--all projected with an 8 percent inflation factor.

Table 5.2

Impact of State Cost Controls on Gateway District
Budgets and Projections for 1979 to 1987

YEAR	VARIABLE	BUDGET	PERCENT	NET OPERATIONAL COST	FTE'S	PROJECTED COST PER FTE	ALLOWABLE COST PER FTE	COST CONTROL STATUS ($ PER FTE) UNDER	(OVER)
1979-80		16,031,000	65.5	10,517,017					
1980-81		17,731,000	67.3	11,929,398					
1981-82		18,351,000	70.8	12,997,504	4400	2954			
1982-83	4% Growth	20,223,234	70.8	14,318,050	4576	3129	3235	106	
	4% Decrease	19,430,165	70.8	13,756,557	4224	3257	3238		(22)
	No Growth	19,826,700	70.8	14,037,304	4400	3190	3235	45	
1983-84	4% Growth	22,277,913	70.8	15,772,763	4759	3314	3426	112	
	4% Decrease	20,564,885	70.8	14,559,939	4085	3591	3566		(25)
	No Growth	21,361,621	70.8	15,124,028	4400	3437	3493	55	
1984-85	4% Growth	24,541,348	70.8	17,375,275	4949	3511	3626	115	
	4% Decrease	21,765,874	70.8	15,410,239	3892	3959	3932		(27)
	No Growth	23,070,550	70.8	16,330,950	4400	3712	3764	52	
1985-86	4% Growth	27,034,748	70.8	19,140,602	5417	3719	3845	126	
	4% Decrease	23,037,000	70.8	16,310,196	3736	4366	4335		(31)
	No Growth	24,916,194	70.8	17,640,666	4400	4009	4065	56	
1986-87	4% Growth	29,781,478	70.8	21,085,287	5353	3939	4072	133	
	4% Decrease	24,382,360	70.8	17,262,711	3586	4814	4781		(33)
	No Growth	26,909,480	70.8	19.051,912	4400	4330	4390	60	

Comment: To adjust for fixed costs, the 4% growth and 4% decrease factors used in determining net operational costs were calculated at 2% growth and decrease with 8% inflation factor while the FTE's were calculated with a 4% growth/decrease. It can be noted that percent of budgets to net operating cost remained at a 70.8%.

Assessed and equalized valuation. The Wisconsin constitution requires with limited exception that all taxable property in the state be taxed uniformly. The uniform basis which has been established by the legislature is the property's full value or equalized value, that would ordinarily be obtained at a private sale. This has been judiciously interpreted to permit assessments at less than full value if all property is assessed at the same level within the taxation district.

Table 5.3 reflects the actual assessed and equalized valuation for fiscal years 1975-76 to 1981-82 and projected for 1982-83 through 1986-87. The assessed valuation increase for the actual period approximates a 13.4 percent

increase per year with the equalized valuation increase approximately 11.2 percent per year.

Table 5.3

Gateway District Assessed and Equalized Valuation
Both Actual and Projected for 1975 through 1987

Year	Assessed	% Increase	Equalized	% Increase
1975-76	2,602,691,000	---	4,796,381,000	---
1976-77	2,717,982,000	4.4	5,316,420,000	10.8
1977-78	3,689,963,000	35.7	5,920,557,000	11.4
1978-79	4,112,877,000	11.5	6,641,375,000	12.2
1979-80	4,387,921,000	6.7	7,670,447,000	15.5
1980-81	5,022,627,000	14.5	8,684,519,000	13.2
1981-82	5,524,889,000**	10.0	9,083,326,000	4.6
1982-83	5,801,143,000	5.0	9,537,492,300	5.0
1983-84	6,091,116,000	5.0	10,014,366,000	5.0
1984-85	6,395,671,000	5.0	10,515,031,000	5.0
1985-86	6,715,454,000	5.0	11,040,782,000	5.0
1986-87	7,051,227,000	5.0	11,592,821,000	5.0

Source: Wisconsin Department of Revenue, October 28, 1981.
** Estimated at 10% - Not available.

Mill rate. In 1911, the Wisconsin legislature passed a law that established vocational education in Wisconsin. The law provided for a special mill tax used to generate local tax dollars to be available to operate the vocational schools, continuation schools at that time. The special mill tax in 1911 was one-half mill on the tax dollar. Originally, the money available in the community was to be used for both operating expense and debt expense. In 1947, the Wisconsin legislature voted to separate operating

expense from debt expense. The present Wisconsin Statute 38.16 reads as follows:

> The district board may levy a tax, not exceeding 1.5 mills on the full value of taxable property of the district, for the purpose of making capital improvements, acquiring equipment and operating and maintaining the schools of the district.

In brief, each district is limited to a tax rate of 1.5 mills for financing district operations. The Gateway District must also levy a sufficient tax to cover its debt service on outstanding obligations. Table 5.4 shows the actual mill rate for the fiscal period 1979-80 through 1981-82 at an average of .992, well below the legal limit of 1.5.

Table 5.4

Gateway District Mill Rate by Tax Levy and Equalized Valuation
Actual and Projected for 1979 through 1987

YEAR	VARIABLE	TAX LEVY($)	EQUALIZED VALUATION	MILL RATE 4% GROWTH	MILL RATE 4% DECREASE	MILL RATE NO GROWTH	MILL RATE
1979-80		7,643,000	7,670,447,000				.996
1980-81		8,523,000	8,684,519,000				.982
1981-82		9,069,000	9,083,326,000				.998
1982-83	4% Growth	9,990,000	9,537,492,300	1.05			
	4% Decrease	9,598,000	9,537,492,300		1.01		
	No Growth	9,795,000	9,537,492,300			1.03	
1983-84	4% Growth	11,005,000	10,014,366,000	1.10			
	4% Decrease	10,159,000	10,014,366,000		1.01		
	No Growth	10,579,000	10,014,366,000			1.06	
1984-85	4% Growth	12,123,000	10,515,031,000	1.15			
	4% Decrease	10,752,000	10,515,031,000		1.02		
	No Growth	11,425,000	10,515,031,000			1.09	
1985-86	4% Growth	13,355,000	11,040,782,000	1.21			
	4% Decrease	11,380,000	11,040,782,000		1.03		
	No Growth	12,339,000	11,040,782,000			1.12	
1986-87	4% Growth	14,712,000	11,592,821,000	1.27			
	4% Decrease	12,045,000	11,592,821,000		1.03		
	No Growth	13,526,000	11,592,821,000			1.14	

Operational costs are those costs incurred in the operation of the district. Several deductions are taken to arrive at non-federal operational costs; i.e., federal resources, fixed asset purchase, debt service, fiduciary and auxiliary service functions, etc.

Net operational cost. The cost projections in Table 5.2 reflect the previous year's net operational cost increased by a 2 percent growth and an 8 percent inflation factor or a 2 percent decrease with an 8 percent inflation factor or just an 8 percent inflation rate for no growth.

An illustration would be the 1981-82 budgeted FTE of 4,400 is increased by 4 percent to 4,576 and the net operational cost of the previous year of $12,997,504 is increased by 2 percent and 8 percent inflation factor for a net operational cost of $14,318,050. Based upon a projected FTE of 4,576, the projected cost per FTE amounts to $3,129. The allowable cost for cost control would be $3,235 (2954 x 1.095) showing a net balance of $106 per FTE or $485,056 available in the budget before the maximum cost control of 9.5 is reached.

With the above assumptions, the 4 percent FTE growth and no growth variables will enable the Gateway District to stay within the cost control of 9.5 percent. The converse is also apparent; i.e., the 4 percent FTE decrease with an 8 percent inflation factor will show the Gateway District exceeding cost control by increasing amounts.

Financial variables. The three variables used throughout this plan reflect conservative thinking; a 4 percent growth was used as an optimum and in tune with the thinking of associations for higher education; a "no growth" variable was used in consideration of the community economic condition; the 4 percent decrease was used to cite conditions other than optimum.

Underlying the variables, an 8 percent inflationary factor was included in each of the variables. The 8 percent rate was suggested by the National Industrial Conference Board.

Projected Financial Resources

Revenue. A review of the Gateway District budget the past five years indicates that while the budget has increased 51 percent, there has been a change in the share contribution of the budget; i.e., the local government share has increased 4.4 percent, the federal government share has increased .9 percent, the student share has increased .3 percent. The share contribution increases were offset by state government share decrease of 1.9 percent and miscellaneous share decrease of 4.2 percent.

This short trend, five-year period, implies that the financial responsibility for vocational, technical and adult education is shifting more and more to the local taxpayer and user which substantiates the need for more local control

and local decisions. Table 5.5 shows the comparison for a projected five-year period.

Table 5.5

Projected Revenue Sources for the Gateway District for 1982 through 1987 ($000)

Source		1982-83	1983-84	1984-85	1985-86	1986-87
49.4% Local Government	--4% Growth	10,186	11,440	12,849	14,431	16,208
	--4% Decrease	9,403	9,749	10,107	10,479	10,865
	--No Growth	9,795	10,579	11,425	12,339	13,326
16.0% State Government	--4% Growth	3,297	3,703	4,159	4,671	5,246
	--4% Decrease	3,043	3,155	3,271	3,391	3,516
	--No Growth	3,170	3,423	3,697	3,993	4,312
12.6% Federal Government	--4% Growth	2,596	2,916	3,275	3,678	4,131
	--4% Decrease	2,396	2,484	2,575	2,670	2,768
	--No Growth	2,496	2,696	2,912	3,145	3,397
14.0% Student	--4% Growth	2,875	3,229	3,627	4,073	4,575
	--4% Decrease	2,654	2,752	2,853	2,958	3,067
	--No Growth	2,765	2,986	3,225	3,483	3,761
7.6% Miscellaneous/ Other	--4% Growth	1,560	1,762	1,979	2,225	2,497
	--4% Decrease	1,448	1,501	1,556	1,613	1,672
	--No Growth	1,508	1,629	1,759	1,900	2,052
TOTAL BUDGETS	--4% Growth	20,612	23,150	26,002	29,205	32,803
	--4% Decrease	19,026	19,726	20,452	21,205	21,985
	--No Growth	19,820	21,404	23,117	24,966	26,963

Analysis:

The base year for projection on this table is the budget for 1981-82 as indicated in Table 5.1. Projected revenue is allocated on the proportion of the 1981-82 budget. All three variables (4% Growth, 4% Decrease, No Growth), have an inflationary factor of 8% built in.

The 4% figure has been suggested by the National Industrial Conference Board as an arbitrary figure for projection.

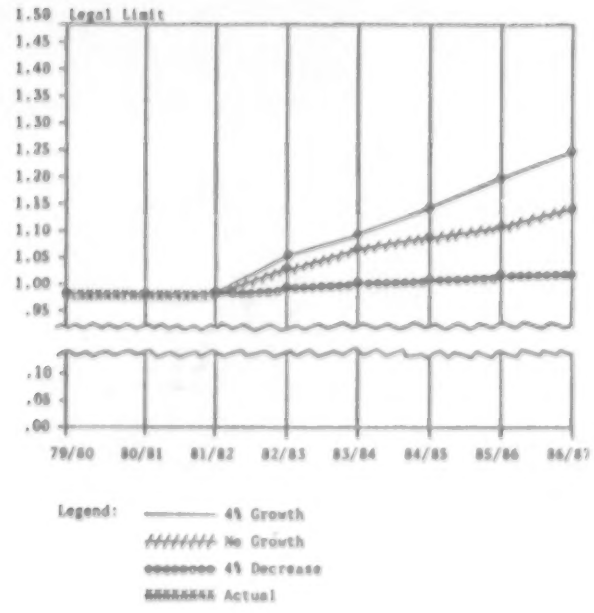
Resorting to a 4 percent decrease or no growth application to such cost control restraints may not only appear unreasonable, but impractical for fulfilling the Gateway District's mission for the many students who choose the Gateway District for an education. It might be more feasible and practical for the Gateway District to compromise with a 2 percent growth and a 4 percent inflation factor along with several austerity practices such as limited enrollment, cost effectiveness, and staff acceptance of larger classes, etc.

Assessed and equalized valuation. The assessed and equalized valuations for the five-year period (1982-87) have been projected to increase at a 5 percent growth as suggested by a source at the Wisconsin Department of Revenue. This rate could be construed as ultra-conservative relative to the trend the past five years. Table 5.4 shows the projected values.

Projected mill rate. The projected budget and mill rate for the next five-year period (1982-87) would indicate that the mill rate is well within the statutory limit of 1.5 irrespective of which variable is used; i.e., 4 percent growth, no growth, 4 percent decrease. Note Tables 5.4 and Figure 5.1.

Figure 5.1

Gateway District Mill Rate
Actual and Projected for 1979 to 1987



Summary. The resources of the Gateway District, assuming the federal and state aids remain at a constant rate and that increased tuition rates will be accepted by the students, indicate that local government support would be continued providing the budget stays within the constraints of 9.5 percent cost control and 1.5 mill rate. Any exceptional increase in enrollment would certainly test the financial support of the local community should such a dilemma arise.

Facilities

District owned physical facilities. The Gateway District owns and operates three campuses--Elkhorn, Kenosha, and Racine--with an Aviation Center at the Kenosha Airport for a total of 559,752 square feet of building space.

1. Elkhorn Campus - The Elkhorn Campus, located at the junction of East Centralia Street and Highway H, covers 64.3 acres, with 43,403 square feet of building space. Approximately 45 acres on the campus are cropland test plots used for agricultural crop research of herbicides, insecticides, and fertilizer application and tillage methods. The campus provides facilities for auto servicing, drafting, food service, land surveying, nursing assistant, marketing, secretarial science, production welding, machine tool operation, and farrier programs as well as administrative offices, a student center, and a learning resource center. Parking facilities at the Elkhorn Campus provide

202 spaces for visitors, handicapped, staff, and students. Recreation facilities include an outside lounge area, and outdoor basketball hoop and an indoor foosball table.

2. Kenosha Campus - The Kenosha Campus comprises 59 acres of land with 291,142 square feet of building space. Parking facilities include spaces for visitors, handicapped, staff and students totaling 1,118 spaces. Outdoor recreation facilities include two tennis courts, a baseball diamond, a soccer field, and an amphitheater.

The buildings on the Kenosha Campus, located at 3520 - 30th Avenue, include the following: The Academic Building (94,954 square feet) houses classrooms, laboratories, administrative offices, Learning Resource Center, Data Processing Center, Student Services offices, and the instructional television studio. The Horticultural Center (10,942 square feet) houses classrooms, floral shop, greenhouse, dome conservatory, and a headhouse. The Science Building (47,067 square feet) provides facilities for drafting, dental assistant, operating room assistant, electricity, food and clothing classes, student lounge, and cafeteria. The Industrial Building (55,326 square feet) provides laboratories for various auto, apprentice and trade related courses. The Multipurpose Building (28,130 square feet) houses the radio broadcasting program, the WGTD radio station, a student lounge, and various recreation facilities including an indoor gymnasium with locker rooms; basketball,

volleyball, and weight training equipment; a pool table, ping pong and foosball games. The Aviation Center, located on leased land at the Kenosha Airport on Highway 192 (25,085 square feet) includes a hangar, classrooms, and faculty offices.

3. Racine Campus - The Racine Campus, located at 1001 South Main Street, includes 15 acres with 225,207 square feet of building space. The following buildings are located on the Racine Campus: The Racine Building (48,568 square feet) houses classrooms, Community Services offices, testing center, CBE (Competency Based Education) Curriculum Center, and the Duplicating Center. Facilities for the hotel/motel program are located on the first floor of the Racine Building. The Technical Building (88,978 square feet) contains classrooms, apprentice-related laboratories, Student Services offices, and a small lounge area. The Lake Hall (74,302 square feet) provides facilities for the bookstore, Learning Resource Center, classrooms, laboratories, meeting rooms, and student lounge. Main Hall (13,359 square feet) houses administrative and faculty offices, lounge, and personnel office. Parking at the Racine Campus provides spaces for 594 vehicles. Recreation facilities include an indoor ping pong table, access to city-owned tennis courts, baseball diamond, and soccer field located along the lakeshore.

Leased/rented facilities. Leased facilities for the Adult Learning Centers are at the following locations:

1712 - 57th Street, Kenosha
320 - North Pine Street, Burlington
230 - South 7th Street, Delavan
2110 - Roosevelt Park Drive, Racine
800 - Center Street, Racine

Space is also rented at 40 to 50 locations in high schools and community centers in the Gateway District for Community Services classes. In addition, many hospitals, nursing homes, doctor and dental offices are used for clinical areas in health occupations programs. Some floral shops and greenhouse in the Gateway District offer their facilities for part of an internship program for students in the horticulture program during the summer.

Security and safety of facilities. Security for buildings in the Gateway District is contracted through private police. In addition, buildings on the Racine and Kenosha Campuses are equipped with an electronic security system which is monitored by private police. The Gateway District has the full support and cooperation of all local and county law enforcement agencies in the area.

The Gateway Disrict complies with OSHA (Occupational Safety and Health Act) standards and obeys all rules, regulations, and orders issued in connection with the Act applicable to its own actions. Periodic inspections of premises on all campuses are conducted by local fire departments, representatives of the Division of Industry,

Labor and Human Relations, insurance carriers, local building inspectors, and staff personnel. All deficiencies reported are investigated and corrective measures are taken to provide an environment that is safe for all.

Energy/maintenance and repair of facilities. All major facilities on the three campuses have undergone a thorough energy audit and energy technical assistance studies to conserve energy resources. The recommendations that were developed from these studies are being planned for implementation based on available resources. The District Director has appointed an energy coordinator whose responsibility it is to monitor and coordinate the Gateway District's energy plan.

District projected facilities. Table 5.6 provides facility remodeling and construction projects suggested during the next five years pending available resources.

Table 5.6

Gateway District Facilities Projects for 1982-1987

Type of Project	Description
Elkhorn Campus	
Maintenance of buildings, site, parking areas.	Routine schedule of painting, structural cracks, roof repairs and floor covering repair/ replacement.

Table 5.6 (Continued)

Type of Project	Description
Elkhorn Campus (cont.)	
Removal of farm buildings.	A home and barn still exist on the Elkhorn Campus that require general maintenance of lawn area. These buildings are not being used and may have value in their present condition.
Site drainage.	A standing water problem exists adjacent to the visitor and north parking lot areas.
Curb and gutter.	The city of Elkhorn has proposed street improvements on East Centralia Street.
Office area - sound-proofing.	Soundproof the wall adjacent to the student lounge reduce noise factor.
Furniture.	Repair/replace student lounge and classroom furniture as needed.
Building exterior.	Consider completion of fluted block around all campus buildings for insulation and appearance.
General expansion.	An expansion of the agriculture facilities, enlargement of office complex and bookroom area, and business education facilities.
Parking lot area.	Extend parking lot to accommodate student enrollment growth.

Table 5.6 (Continued)

Type of Project	Description
Kenosha Campus	
Maintenance of buildings, site, parking areas.	Routine schedule of painting, structural cracks, roof repairs, and floor covering repair/replacement.
Horticulture - Greenhouse.	Weatherizing the exterior window surface with a plastic covering for energy conservation.
Rooms 342 and 428.	Completion of these unfinished areas for an identified appropriate use.
Fencing.	Extend west property line fencing.
Storage - outside.	Provide outside storage for Emergency Medical Training materials, trade and industry equipment, and aviation instructional equipment.
Room 219.	Remodel for expansion of data processing program equipment facilities including a word processing lab.
Parking lot area.	Extend parking lot area with a gravel base for future asphalt topping.
Pistol range.	Review cost effectiveness of remodeling one-half of the basement area in the trade and industry wing to accomodate Police Science students taking Firearms Training and Defense Tactics.)

Table 5.6 (Continued)

Type of Project	Description
Racine Campus	
Maintenance of buildings, site, parking areas.	Routine schedule of painting, structural cracks, roof repairs, and floor covering repair/ replacement.
Room T-204.	Remodel door opening to a double door to house numerical control equipment.
Gateway Room stage area.	Remodel the stage area by constructing a wall enclosure on the Gateway Room side and cut an opening in the north wall of the LRC, thus expanding the stack area.
Storage - welding.	Construct an enclosure 12' x 20' for storage of scrap metal near receiving area of Technical Building.
Storage - locked.	Consider providing a locked storage area in the Racine Building for trade and industry equipment and materials.
Technical Building - second floor patio area.	Enclose the patio area adjacent to Room T-211 Apprenticeship Lab for additional classroom/ lab area for apprentice classes.
Lake Building - Room L-100.	Conduct an architectural review to determine the potential for converting the room into classrooms and the air conditioning of the entire building.

Table 5.6 (Continued)

Type of Project	Description
Racine Campus (cont.)	
Main Hall.	Improve the energy efficiency and temperature control of the second and third floors.
Racine Building.	Improve the energy efficiency of the east windows by use of a more energy efficient material.
Auto lab.	Remodel a portion of the auto lab into a classroom.
Aviation Center	
Maintenance of buildings, site, parking areas.	Routine schedule of painting, structural cracks, roof repairs, and floor covering repair/ replacement.
Tool crib - storage.	Construct a 10' x 20' wire cage storage area in the hangar for storage of tools and equipment used by students daily.

Data Processing

Status Quo. The present system is a Burroughs B-4800 computer, 1,000 K memory. The system is located at the Kenosha Campus and serves all campuses. In addition, the equipment is also used to service the Blackhawk Technical Institute on a contractual basis. The major applications that are processed on the B-4800 are financial accounting, student accounting, and instructional services.

Preliminary consultant review. The Bureau of Municipal Audit, Wisconsin Department of Revenue, provided a consultant review of the present electronic data processing system and services. The consultant filed his report with the Gateway District Board on June 25, 1981 and a decision was made to table the item pending further Board review. Specific items in the consultant's review are as follows:

1. Payroll and Personnel System - The payroll system is a batch mode. Full-time employees are maintained in a master file with fixed data while part-time employees are not maintained in a master file. Personnel information; i.e., vacation and sick leave, is maintained manually and adjustments are made into the system when necessary. Consideration needs to be given to putting this information on-line for better management reporting.

2. Budget and Financial Reporting System - The budget process utilizes the system's capacity for providing up-to-date reports to supervisory personnel based on the

approved budget. Consideration needs to be given to review of reports generated from information made available as to appropriateness for comparison and trends. Also, the budget system should be placed on-line.

3. Purchase Order System - The purchase order system should be modified to remove filled purchase orders from the outstanding purchase order report. Consideration needs to e given to putting the system on-line--better cash flow management should be experienced with this change.

4. Property Control System - Consideration should be given to computerizing the Property Record System. Appraised valuation should be more appropriate for insurance purposes.

5. Student Services System - Consideration should be given to implementing an on-line approach for more efficient regulation, more valid reporting and retrieval of data, better maintenance of student records and transcripts.

6. Instructional Services System - Consideration should be given to an on-line application for scheduling of staff, work loads, pay scales, and certification. Instruction of data processing skills should not be a function of the B-4800 system, but should be a separate hardware system that would avoid conflicts of time sharing.

7. Alternative - An analysis made of the present B-4800 system has determined that the highest priority data processing requirement to be conversion present system from

batch mode to an on-line mode. In addition, these systems could utilize some form of common data base. Several alternatives warrant consideration; i.e., expansion of current hardware: the hardware memory has a capacity for 1,000 K. It is estimated that the current hardware will exceed its memory within two or three years without implementation of any new systems and on-line applications. Therefore, the upgrading of data processing equipment appears to be necessary for the long-range EDP needs, as recommended by the consultant.

8. Master Plan - It is recommended that a five-year Data Processing Master Plan be developed by a professional consultant service to review all facets of the present system and future use for the express purpose of recommending to the Gateway District Board a computer system that will meet the needs of the District for at least a five-year period.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Financial and enrollment constraints. Important trends have been identified which will markedly affect the Gateway District's future. Most crucial, perhaps, are economic developments which will restrict program development and expansion. Even more basic than this, however, are demographic shifts which may affect student enrollments regardless of economic trends. Projections all suggest that enrollments will continue to increase, though perhaps by less than what is considered to be an optimum annual growth rate of 4 percent.

If the Gateway District wishes to grow at this 4 percent rate, it cannot continue to rely on current "population demand" but must stimulate more interest among growing sectors of the population--those who are 35 years of age and older. All of the population trends suggest that the Gateway District will serve an increasingly older, better educated population in the years to come. In short, it is likely that more individuals will come to the Gateway District seeking help in upgrading their job skills, in making a career shift, or simply in dealing with the

accelerated rate of industrial/business/societal changes that demand personal growth.

Since the Gateway District mission is directed to providing occupational training, its future offerings will be largely determined by the labor market trends. The heavy manufacturing industries which have previously sustained the economy are no longer reliable sources of employment and will certainly not provide the semi-skilled and unskilled jobs they have provided in the past. Instead, many of these industries, if they remain in the Gateway District, will require workers with more technical skills such as electronics, computer, and alternative power technologies. Some industries, such as shipping and transportation, have permanently declined in this region and demands for relevant skills have declined.

In contrast, other industries such as finance and retail trade are growing and program offerings will undoubtedly reflect this fact. Certain types of craft workers have also increased in prominence. Thus, the labor market in the Gateway District, as in the rest of the state and country, is undergoing a transition away from unskilled manufacturing occupations toward more technical, white-collar occupations.

In addition to offering necessary training for the newly developing jobs, the Gateway District might play an important part in easing this transition. First, it might assist industries contemplating a move from the Gateway

District to train workers in modifying their current production process or otherwise offer assistance that will encourage them to remain; second, offer programs that will assist individual workers, especially older workers with many years of experience, in making the transition. Many of these workers will be unemployed for considerable lengths of time and may have difficulty in selecting and entering new fields of work. These workers will have a great many needs that the Gateway District might serve at all stages of the process.

Community Services has begun working on the first phase in their economic development efforts. They have worked with several industries to help them improve their operations so they might continue to operate. These efforts, as well as more general efforts, are to develop a systematic means of providing articulation between business/industry. Community Services monitors some of these needs; Instructional Services coordinators and instructors monitor others; Student Services has methods of discovering needs from the students' perspectives, as does Research and Planning Services in its follow-up studies. All of these efforts could be integrated and systematized and areas where additional information is needed might be identified.

Internal factors. Once enrollment and program direction are determined, internal difficulties may be encountered as the various divisions attempt to accomplish their goals. The most commonly-mentioned problem in this regard is the limited data processing services currently available. All divisions implied that they could significantly simplify their work procedures and utilize their workers more efficiently if more adequate services were available. The problem apparently lies with current capacity and processing of information. This problem is a top priority in the next several years since day-to-day operations depend upon its successful resolution.

Another issue relevant to most divisions is the Gateway District image in the community. A concerted public relations effort is needed to recruit both students and industry who might not be aware of the many types of assistance the Gateway District can offer--and of the quality of that assistance.

Another issue concerns the specificity of missions to each division where areas of overlap exist and create a source of confusion at times. This was seen most obviously in Student Services, where many tasks were done for the benefit of instructional purposes and so, it was difficult to determine which aspect of a process should be monitored

by which division. For instance, if Student Services surveys or solicits student satisfaction with programs/services, shouldn't Instructional Services have input into the questions asked so the findings will be meaningful to the latter division. Similar issues exist between other divisions like Administrative Services administers budgets for all divisions and so, could implement a monitoring service for these divisions, especially in terms of cost effectiveness. Both Community and Instructional Services attempt to monitor community needs and provide occupational training. In all of these instances, the domain of each division has not been clearly spelled out. Attempts to delegate responsibility in these matters and to set forth cooperative efforts could only be beneficial for the Gateway District as a whole.

Environmental constraints. External factors which will affect the Gateway District future have been identified as the state legislature and the Wisconsin Board of VTAE which have a tremendous impact on program/service development. For instance, the expansion of much needed Community Services programs is discouraged by the funding formula used by the legislature. These programs are not funded at the same level as degree programs. Local financial factors, such as assessed property valuation and the legal limit on the mill rate, also affect efforts to expand.

More general constraints also exist. Social trends, such as the increasing divorce rate, the rising tendency for women to work, growing demands for training and underutilization of that training in many occupations will influence the types of students drawn to the campuses and the types of training they will desire. Labor trends such as demands for participatory management and flexible work schedules will also affect the types of services the Gateway District may eventually be called upon to provide. Certainly, the future holds many unexpected changes and will undoubtedly challenge the Gateway staff to its fullest.

Conclusions

The following conclusions are derived from the study:

1. Each and every community within the Gateway District has been touched by the current recession to the extent that Kenosha County was ranked among the highest unemployment areas in the nation. This recession has had an impact upon the automotive, farm implement, and construction industries the greatest. The heavy manufacturing industries which have previously sustained the economy are no longer reliable sources of employment and will not provide the semi-skilled and unskilled jobs they have provided in the past. The largest employers in the Gateway District--American Motors and J.I. Case--have reduced their workforce to combat this recession period. As a result of this high unemployment, older unskilled or semi-skilled workers have

turned to the Gateway District for educational training programs. This also provides a critical time for economic development efforts by the Gateway District staff in helping to improve operational efficiencies in business/industry.

2. The financial resources available for funding the Gateway District efforts are in a state of transition. The state aid share contribution received by the Gateway District has been relatively consistent during the past several years consisting of 16 to 19 percent of the budget. The state aid formula used to determine the share contribution favors credit programs and districts with high enrollments compared with their equalized valuation. The distribution of federal funds to the state, under the Reagan administration, will be experiencing changes through potential block grants. The share of federal funds has remained relatively constant at 12 percent in the Gateway District the past five years, but uncertainty exists whether the federal effort will continue in the share proportion for student financial aid, support services and special training programs. The local government share has increased 4.4 percent over the past five years placing a greater share on the local property owner. State cost controls legislation regulates the acceleration of a district's ability to draw revenue from the local tax. Student tuition or the user's share contribution has been increasing the past five years through a higher cost in tuition and fees. The user's contribution portion of the budget has changed three-tenths of 1 percent.

3. As a result of the financial constraints that presently exist with the Gateway District resources, efforts to prioritize the usefulness of programs and services will become imperative in the future. The future of a program or service will be dependent upon a critical review in terms of enrollments, retention, cost of instruction, placement, and utilization. Critical decisions to continue, consolidate or discontinue a program or service will depend upon how well it relates to these factors. Financial limitations also exist in terms of the Gateway District's ability to purchase instructional equipment in order to remain current with business/industry. Instructional equipment has been prioritized for each program area and District-wide, but financial constraints have prohibited efforts to remain abreast of the technological changes which could affect job entry skills.

4. A movement toward more participative management exists within the Gateway District staff and students. Efforts are being made to improve communications and dialogue between student government associations, advisory committees, advisory council, staff, and the Gateway Association of Vocational Education. This emphasis toward more involvement will extend time for decision- making.

5. In view of the transitional changes occuring in the workforce, assessing business/industry/community needs will provide valuable information for timely programs and services decisions. Currently, community assessments are

derived from advisory committees, advisory council, coordinators, follow-up studies, and staff representation on community committees. Efforts to coordinate this information gathering process and monitoring of these assessments should be considered. Articulation efforts between business/industry/agencies may surface in the form of shared facilities, staffing, or unique training efforts. A public relations campaign should be considered to recruit business/industry that might not be aware of programs and services provided by the Gateway District.

6. Technical skill development of instructional staff should be monitored in view of the fact that technological changes may cause an instructor to have outdated skills. Instructional evaluations which could monitor these changes are in a state of flux and currently under study by Instructional and Community Services divisions. Part-time instructors constitute the greatest number of instructional staff and provide flexibility in meeting unique needs of business/industry/community. Several inherent concerns arise in supervision, in-servicing, and communications when the bulk of their instructional effort occurs in the evening. Efforts to integrate the part-time instructional staff into the institutional operation will always be a constant challenge.

7. Data processing service was referenced in each division as having limited services available, and if

efforts were expanded, efficiencies and economies could result. In a preliminary consultant review, the data processing hardware recommendation was made to the Gateway District Board to develop a five-year master plan with a professional consultant service. If data processing is expanded, Administrative Services can develop efficiencies in such areas as payroll and personnel systems, budget and financial reporting, purchase order system, and property control. Student Services efforts can improve with on-line registration, retrieval of data, and maintenance of student records. Instructional Services and Community Services would like to have data processing service for faculty and staff certification records, workload determinations and pay scales, course scheduling, advanced standing, Continuing Education Units, cost analysis of instruction, more accurate mailing lists, and assessment of community contacts.

8. Communication linkages both horizontally and vertically throughout the organization are always a challenge for even the best table of organization. Reference was made relative to the role relationships between each division and their areas of potential duplication of effort or similar activities. For example, Student Services surveys or solicits student satisfaction with programs/services; Administrative Services monitors budgets for all divisions and could implement cost effectiveness and analysis of programs/services; Community Services and Instructional

Services both monitor community/business/industry needs and translate the needs into training programs. Thus, divisional dialogue and communication between staff members is extremely important in order for the table of organization to operate efficiently.

9. Major construction of Gateway District campus buildings occurred in the late 1960's and early 1970's, and it was evident that the types of construction projects proposed are primarily remodeling and maintenance. Currently, technical assistance studies have been completed for each major campus building highlighting potential energy conservation measures and the payback period.

10. Enrollment projections all suggest that growth will continue, though perhaps by less than what is considered to be an optimum annual growth of 4 percent. If growth is occur at the 4 percent level, then current "population demand" must be stimulated to generate interest among growing segments of the population--those 35 years of age and older. Enrollments in the future will come from an increasingly older, better educated population looking for upgrading of job skills, career shifts, and meeting societal changes that demand personal growth.

Recommendations

Based upon the conclusions, the following recommendations have been generated:

1. In order to continue to maintain comprehensive vocational, technical and adult education offerings to meet the unique and diverse population needs, support and attention must be given to curriculum and program development. To maintain quality education, the Gateway District must comply with external regulations, meet challenges of technical updating, and identify and implement new methods.
   a. Gradual expansion of advanced standing and experiential learning efforts to meet the identified needs of workers enabling them to gain program credit for their occupational experiences and reduce the number of courses needed to complete their selected occupational program.
   b. Expand current educational programming by providing more course offerings in radio, television, and correspondence study.
   c. Investigate non-traditional learning modes such as cable television that improve student access, efficiencies, and opportunities.

d. Develop short-term intensive training courses to accommodate the skill upgrading for unskilled, semi-skilled, or career changers.

e. Re-evaluate the user fee for avocational courses to ensure that those in need of services are not excluded.

f. Review course offerings to assure that financial resources are available for trade extension and vocational education courses.

g. Investigate the potential of new program areas for five-year associate degree programs available to people employed in occupational areas for technical updating and upgrading of their skills.

h. If reduced federal support for training and support services occurs, then projects would be retained based upon their generation of full-time equivalent student enrollments and the usefulness of services.

i. Identify new technologies or shifting employment needs for potential new program development. Review current programs to strengthen and improve their services, suggest change in program location designation, or to suspend/discontinue the offering.

j. Conduct a survey sample of students who drop out or leave Gateway educational programs. The purpose would be to determine the reasons

for attrition, the degree of "jobbing out" for non-returning students, and to obtain these students' evaluation of various aspects of Gateway.

2. Determine the most appropriate public information methodologies for the coordination and dissemination of community business and industry information.
   a. Implement a communication awareness plan between Gateway and the community.
   b. Expand articulation with appropriate business/industry/colleges/secondary schools to avoid duplication of services, ensure better utilization of limited resources and increased services to the citizenry.
   c. Develop economic development strategies for the retention or attraction of business/industry to the Gateway District with the cooperation of community professional groups.
   d. Implement a Gateway District Board Policy Manual for Board and staff member usage.
3. Develop a marketing plan that would identify the educational markets and tailor educational programs and services to meet those market demands.
   a. Continue the recruitment and retention of minorities, handicapped, unemployed, and career changers.

b. Assess the cost effectiveness in attracting students through the various public information methods used.

4. Financial planning is necessary to maximize the effectiveness of Gateway District resources.

   a. Expand efforts to seek out private funding sources in order to augment reductions in federal and state support as well as to reduce the local tax burden.

   b. Over a period of years, fund balance reserve for operations should be increased so as to minimize short-term borrowing.

   c. Develop an energy conservation program for the campus buildings.

   d. Review alternative methods of securing equipment; i.e., purchase, lease/purchase, lease, industry/business locations for scheduled labs, experience and simulation.

   e. Develop a three-year Data Processing Master Plan, with the assistance of a professional consultant, for the replacement of existing hardware to meet current and future needs.

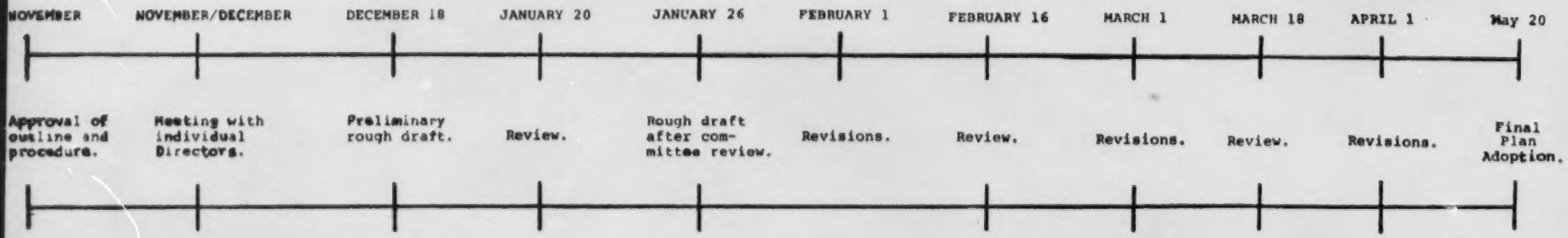
   f. Conduct a need survey to determine what kinds of typing demands are made on secretarial staff, and to determine if these demands are adaptable to the word processing system.

5. Study all support services provided and prioritize them in terms of and relationship to instruction and evaluate selected service areas.
   a. If federal support is reduced in providing student support services, a reduction in services would occur in the following areas: Work Evaluation Center, veterans' counseling, handicapped support activities, and student financial aids.
   b. Study of feasibility of centralizing services and providing additional space needs necessary for the Kenosha Campus Student Services department.
6. Develop and further implement staff development for professional growth and improvement of the quality of work performance.
   a. Community Services and Instructional Services should consider joint in-service training for staff development in specialized occupational areas.
   b. Shared governance statewide may necessitate increased Gateway District staff involvement in task force and committees developing priorities and procedures for compliance with state and federal mandates. Cost of involvement and outcomes will be analyzed.
   c. A staff development plan should be completed for the instructional staff evaluation and technical updating.

APPENDIX A

LONG-RANGE PLAN TIMETABLE

GATEWAY DISTRICT LONG-RANGE PLAN TIMETABLE



Administrative Cabinet.

- Develop Program/ Services Assessment.
- Financial.
- Enrollment Projections.
- Facilities.

- Directors' Review.
- Specialists' Review.

- Administrative Cabinet.

- Institutional Development Committees.
- G.A.V.E. Executive Board.
- Advisory Council.

- Gateway District Board Program Committee Review.
- G.A.V.E. Executive Board.
- Institutional Development Committees.

- Walworth Co. Educational Development Committee.

- Gateway District Board.

LONG-RANGE PLAN

Review Committee Membership

GATEWAY DISTRICT BOARD

James Scheibl, Chairperson
Mark Welch, Treasurer
Rex Capwell, Secretary
Alice Morrissy
Zimeri Cox
Donald Voss
C. Richard Nelson

Program Subcommittee

C. Richard Nelson
James Scheibl
Rex Capwell
Alice Morrissy

ADMINISTRATIVE CABINET

Keith Stoehr
Rolland Graf
Charles Plummer
Kenneth Mills
James Pierce
Ralph Troeller
Nancy Kaprelian
Nicholas Covelli
Lloyd Larson
Richard Anderson
Richard Hart
Leonard Klappauf

INSTITUTIONAL DEVELOPMENT COMMITTEE - Kenosha Campus

Hugh Braun, Chairperson
Santhy Krass
Jack Banerdt
Richard Burton
Jayne Herring
Jane Holloway
Carolyn Berna
Carole Strutz
Karen Sorenson
Bernice Ruter
Jerry Perona

GATEWAY DISTRICT ADVISORY COUNCIL

Richard P. Jones, Chairperson
Adolphus Ward
Emily Saunders
Lloyd Vanderkwaak
Robert Handel
James Angelo
Julian Thomas
Irene Santos
Ray Marhefke
Helen Black

WALWORTH COUNTY EDUCATIONAL DEVELOPMENT COMMITTEE

Joe Cannestra
Penny Scheuerman
Kenneth Schneider
Frank Fermano
Wes Erskine
Linda Simons
Jim Underwood
Frank Eames
Drew Abram
Jerry Tasch
Bill Hoffman
Howard Daily
Bonnie Morrow
Charles Dalton
Phil Reader
Les Johnson
Glenn Holman
Pat Eames
Gary Duerst
Harry Clement
Bob Rauland
Tom Kenny
Sherman Allen
John Reiff
Wally Bush
Sue Pfeiffer
William Lange

INSTITUTIONAL DEVELOPMENT COMMITTEE - Racine Campus

Don Meracle, Chairperson
Cy Pontillo
Frank Burbank
Ralph Troeller
Tommy Bishop
Paul Pham
James Merrow
Bill Hansen
Melvin May
Ann Henderson
Robert Papendieck

INSTITUTIONAL DEVELOPMENT COMMITTEE - Elkhorn Campus

Terry Sullivan, Chairperson
Lloyd Larson
Richard Campbell
Steve Durkin
Donna Dixon

APPENDIX B

GATEWAY DISTRICT MINORITY ENROLLMENT IN POSTSECONDARY AND CONTINUING EDUCATION PROGRAMS

GATEWAY TECHNICAL INSTITUTE

ENROLLMENTS AND GRADUATES

FOR 1980 - 81

Degree Program	Total Enroll-ments	Total* Minority	% Minority	Ethnic Characteristics						Total Graduates	Minority** Graduates	% of Minority
				White	Amer. Indian	Asian	Black	Hispanic	No Response			
Associate Degree	6466	255	3.9	2730	15	10	154	75	3421	473	14	3
Vocational Diploma	6156	1094	17.8	2345	21	108	441	524	2175	516	48	9
Adult High School	2838	382	13.5	2456	--	15	284	83	--	205	27	13
										1194	89	7.5

* Total enrollments and minority ethnic characteristics derived from Wisconsin Board of VTAE, Form 4 and staff reports.

** Minority Graduates were determined by sight from information provided by instructors.

GATEWAY TECHNICAL INSTITUTE

ENROLLMENTS IN SUPPORT

PROGRAMS AND SERVICES

1980-81

Program/Service	Total* Clients	Total* Minority	% Minority	Ethnic Characteristics				
				White	Amer. Indian	Asian	Black	Hispanic
Adult Basic Education	1550	982	63.2	568	12	136	291	543
Advanced Standing	66	7	10.3	59	--	--	7	--
Bilingual	190	168	85.3	22	--	37	--	131
CETA	387	105	27.1	282	--	7	61	37
Developmental Courses	165	75	45.5	90	--	13	39	23
Gen. Educational Development	534	152	28.5	382	--	18	59	75
GOAL Centers	2228	273	12.2	1955	13	29	159	72
Homemaker Home Health Aide	101	9	8.9	92	--	--	5	4
Indo-Chinese Project	85	85	100.0	--	--	85	--	--
Learning Skills	590	179	30.0	411	17	12	101	49
Special Needs	133	47	36.8	86	--	8	10	29
Work Evaluation Center	324	69	21.3	255	9	10	37	13
WO/MEN's Bureau	746	82	11.0	664	3	2	48	29
	7099	2233	31.5					

* Total Clients and Total Minority information data source was project managers' reports and staff information reports.

APPENDIX C

GATEWAY DISTRICT BIRTH POOLS

BY AGE FOR 1970 TO 1987

Gateway District Birth Pools By
Age for 1970 to 1987

Age:	18-24	25-34	35-44	45-59	60+	15-17	Total
1970-71	38,097	31,415	30,549	48,483	25,344	20,429	194,317
1971-72	39,778	32,516	29,939	49,101	26,094	20,870	198,298
1972-73	40,861	33,373	29,234	49,764	26,809	21,437	201,478
1973-74	42,315	35,613	28,876	50,241	27,617	21,763	206,425
1974-75	44,690	35,171	28,331	50,552	28,584	22,280	209,608
1975-76	46,322	37,531	30,840	51,098	29,554	23,087	218,432
1976-77	47,254	40,427	30,962	50,740	30,695	23,716	223,794
1977-78	48,312	43,059	31,779	50,169	31,578	22,775	227,672
1978-79	49,338	45,648	32,735	49,369	32,344	22,659	232,093
1979-80	50,198	48,549	33,848	48,783	32,941	22,657	236,976
1980-81	51,058	51,164	34,761	48,035	33,812	22,417	241,247
1981-82	51,961	53,286	36,733	47,213	34,763	21,179	245,135
1982-83	52,018	55,558	39,602	46,349	35,414	19,765	248,706
1983-84	58,976	56,975	41,683	45,927	36,505	18,569	258,185
1984-85	58,224	58,912	44,285	45,251	36,691	17,833	261,196
1985-86	56,389	60,821	43,799	47,802	36,922	17,917	263,650
1986-87	54,842	68,870	46,689	47,397	37,091	17,613	272,502

Source: Calculated from material supplied by Wisconsin Department of Health, Education, and Social Services.

The Gateway Board of Vocational, Technical and Adult Education is in full compliance with state and federal equal opportunity and affirmative action laws and regulations including Title IX of the 1972 Education Amendments and Section 504 of the 1973 Rehabilitation Act. It is the policy of the Gateway Board not to discriminate on the basis of race, color, national origin, creed, sex, age, handicap, or arrest or conviction record in employment or on the basis of race, color, national origin, sex or handicap in educational programs, admissions, and activities. Coordinator of Title IX and Section 504 has been assigned to the Affirmative Action Officer. Inquiries regarding equal opportunity may be directed to the Affirmative Action Officer, Jack Banerdt, Gateway Technical Institute, 3520 - 30th Avenue, Kenosha, WI 53141. Telephone: (414) 656-6953.

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